

BRIEF REPORT TO THE W. K. KELLOGG FOUNDATION

from the

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

As one of the oldest professional organizations in America, started in 1924, the NAEB existed for many years as an organization in which the representatives of some twenty or thirty institutions owning and operating college stations met more or less informally together once or twice a year, whenever other conferences saw them assembled. It was not a particularly strong or confident group since in virtually every bout in which real (usually commercial) competition was encountered, educational broadcasting came out second best. The number of educational stations had been virtually decimated, being reduced from 200 to 20, between the early 1920's and the early 1940's.

Most members of the small organization realized that this situation was due largely to lack of genuine organization, lack of adequate budgets, lack of status within their own organizations, (which frequently meant lack of respect for the medium of radio), and lack of representation at the national and higher educational levels.

The possibility of opening up new space in the spectrum, as FM was being considered, along with the above conditions, led to increasingly serious discussions of a recognized and reserved place in the American educational picture, and specifically in the wireless spectrum, for educational broadcasting. This, it was thought, would prevent a repetition of the decimation mentioned above, in which education, in many areas and respects the pioneer in radio in America, lost some of the finest station channels in the United States to commercial broadcasters.

During the 1940's modest efforts were made by NAEB leadership to begin to hold conferences with some of the outstanding educational planners in the nation. The NAEB's confidence in its mission and task was strengthened by several factors: 1) its success and leadership in rallying support to secure specific allocations in the FM broadcast spectrum for educational use exclusively; 2) the friendliness and understanding with which its proposals and thoughts were met in the FCC as then constituted; and 3) the apparent favor with which certain Foundations looked upon its plans and proposals.

In the late 1940's funds were secured for the first of what was to be a series of three Allerton House conferences, at which broadcasters, subject matter specialists, and social scientists particularly met together for two-week periods, long enough to begin to hammer out blueprints for the future. Out of these meetings came a dream...but also broad outlines for what, it now became obvious, would require considerably larger resources than the NAEB had at its disposal, plus a permanent staff and office. Plans were drawn up which could be presented as requests for Foundation support.

Meanwhile, however, the work of the association had to go on. One of the tasks which the members wished to undertake without undue delay was the starting of an exchange of programs which might be considered a sort of experimental mutual network operation. In 1950 this project was started. Tapes of programs were distributed from WNYC in New York, at first, the programs being "bicycled" from station to station. There were few resources except a box of postage stamps, and a stack of tapes (both gifts), and a great deal of good will and enthusiasm. The number of programs which could be thus exchanged was small. Loss and damage were high. Nerves and tempers were frequently frayed. The limits of this sort of operation were soon reached. However, a start had been made. Further meetings were held to refine the plan, which was developing, of what the NAEB and its member stations could do if adequate financing and a central office were available.

In this plan it was visualized that, over a five-year period, a network would be launched, a central office for the Association and home for the network set up, and professional, service and research activities inaugurated which would put educational broadcasting on its feet and on the map. This plan and dream found realization in the W. K. Kellogg Foundation grant of 1951.

At this stage it can safely be stated that more has been accomplished in this three-year period just passed than even the most ambitious and visionary members of the NAEB Board, or its wise consultants, expected could be accomplished during the first three years of the projected five-year plan. Although accomplishments were far above those anticipated, the size and complexity of the tasks and problems which continued to develop and emerge, were even more so, for wireless communications turned out to be the fastest-changing and fastest-developing field in the United States.

The financial resources and qualifications of those schools which became FM licensees as the new spectrum space opened up were not of the same order as those of the earlier stations, which had been used as the basis of the projection. Efforts to get them to take over the full cost of the Network were not able to be as accelerated as had been hoped. Too rapid a rate ran the risk of forcing many to drop out because of inability to keep up with too rapidly rising a rate structure. Original plans and ambitions have had to be tempered with realities. Success is now assured, and will be realized in this venture, but perhaps somewhat more slowly than many had hoped, and with a somewhat larger number of fatalities than was expected.

The cost of the struggle for channels for education in television (in which the NAEB took a leading part, a former NAEB President becoming the Executive Director of a new Organization, the Joint Committee on Educational Television (JCET), which rallied the forces and organized the campaign which ended in success) and of the services needed by prospective and actual educational TV stations, out of all proportion to their number, has also proved far higher than anticipated. A larger share of the budget than was earmarked has had to be budgeted for television if educational television was to become a reality, and if the NAEB was to remain the central association of both TV and radio for education. Fortunately much of the material needed was in this context produced by NAEB committees. For out of the Kellogg grant, and one of its most important products, has come what we believe is probably a unique situation in which much of the work of an Association is actually and economically done by committees, as many of the NAEB's finest and most useful publications will reveal.

One of the most critical situations to develop during the last year, and briefly alluded to above, was the strong possibility that a splinter organization for educational television only would be formed. This possibility has now been avoided, but the cost in money and efforts has been high. In recent meetings of the NAEB President and Executive Director with the Joint Committee on Educational Television (JCET), the National Citizens Committee for Educational Television (NC CET), the Educational Television and Radio Center (ETRC), and the American Council on Education (ACE) Television Committee, during the past few weeks and months, we have been gratified to find our unique position firmly established and the NAEB recognized as the permanent and central association in educational wireless communications. For it would be a great tragedy if modestly financed and under-staffed stations were expected to support a multiplicity of organizations, all alleging to be their indispensable protectors and sponsors. All but one of the educational stations on the air in the United States are NAEB members and an increasing proportion of NAEB TV officers are television directors or television station managers.

It is now increasingly apparent that the NAEB is here to stay, with no need for it to affiliate or compromise with other groups in any way which will significantly impair its independence and freedom of action. It is now recognized as a leader instead of a follower, and the NAEB Board meetings scheduled during the next year, with America's leading School Superintendents, College and University Presidents, and other leaders, will insure that its course will increasingly be educationally responsible and carefully considered.

Through the aid granted by the W. K. Kellogg Foundation, educational broadcasting has strengthened its position in the United States. Adequate "delivery facilities" for educational materials have been assured and greatly improved. This strengthening and improvement have come mainly from the broader scope of activity and wider sphere of influence which the grant made it possible for the NAEB to exert.

Since the beginning of the W. K. Kellogg Foundation grant, the NAEB Network so tentatively launched in 1950 has become world-renowned. Present plans for at least one commercial network, NBC, call for careful consideration of converting to a tape network for radio instead of an inter-connected one. This would put the NAEB at least three years ahead of commercial radio. Steady programs of workshops, seminars and scholarships have helped several hundreds of present and future educational radio and TV staff members to secure more adequate training and inspiration. NAEB scholarship certificates now hold a place of honor comparable to those of Guggenheim, Rockefeller and other such groups on the walls of the offices of many fine educators. The first real headquarters for educational broadcasting in the world is conducting itself with dignity and honor, making American educational broadcasters the best informed broadcasters in the world. In a tribute of imitation, a "University of the Air", (of which the NAEB is probably the most honored member), has been created in Europe, whereby programs are exchanged by all the 21-nation members.

One reason for the greatly increased productivity of NAEB committees is that, with Kellogg Foundation assistance they have been able to meet and carry on their business on a face-to-face basis. The same is true of regional meetings to develop educational radio and television locally. The first NAEB regional meeting in the history of educational broadcasting was held in Norman, Oklahoma, March 28-30, 1952. Since then such meetings have also been held in North Carolina, Michigan, and Oregon, with plans for two additional ones during the next year.

During 1952-53, the NAEB sponsored a seminar for Public School Broadcasters, and in 1953-54 a Seminar for Writers of In-School Programs. During the last three years, the NAEB also has increased liaison with broadcasting systems of foreign countries and with other educational organizations in the United States. It also has administered three series of Grants-in-Aid, which have produced broadcast broadcast series, both radio and television, which have further enhanced the prestige of the Network and the NAEB in general.

During 1953-54 particularly, the NAEB established publication exchanges with foreign broadcasting systems and other educational organizations which spread the name and respect of the NAEB around the world. 1953-54 also saw the establishment, at NAEB Headquarters, of a central Educational TV and Radio Placement Service for the United States, a Station Management Consultation Service, and a new-full-time Engineering Service. The NAEB also coordinated the selection and missions of the three Fulbright scholars in radio and TV whom America has sent to Europe.

As this is written the membership of the NAEB has increased to 235 members. During 1953-54 four of its finest engineering committee reports, six Television Operation Committee Reports, and the first of a series of Research Committee Reports were published. In addition to the reports mentioned above, the results of these and other committee meetings were a revised constitution, more programs auditioned by the In-School Program and the Network Acceptance Committees, increased exchange of foreign programs through the International Relations Committee, over 30,000 lines of publicity in newspapers and trade magazines, and the processing of nearly 200 applications for the 120 NAEB Scholarships and Workshop and Seminar Fellowships, in both television and radio, which are being granted during the 12-month period from October 1953 to October 1954.

Considering the NAEB Radio Network alone, during the 1953-54 period the Network distributed 28,000 hours of programming to its member stations. This is an increase of 27% over the 1952-53 output and an increase of 115% over the 1951-52 output. Over the three-year period of its existence, the Network has distributed over 50,000 hours of programming. Network service includes programs to a general audience and a special category of programs designed especially for listening in the classroom.

These thousands of hours of programs have been distributed to a membership of 83 stations. Last year Network membership reached 85 stations, but when the assessment fee was increased the number of stations dropped to 78. Since that time the number of network stations has slowly increased to the present membership of 83, as more educational stations have gone on the air. According to the recently completed study of the NAEB Research Committee, showing a coverage of eighty million, the NAEB now reaches half of the population of the United States, plus parts of Mexico and Canada, with these program services.

In 1952 we were distributing 6 hours and 45 minutes of programming per week to 65 stations. We are now servicing 83 stations with 7 hours and 15 minutes weekly. This means that approximately 1,000 tapes per week are sent out from NAEB Network Headquarters. In peak periods during the past year, over 1,200 tapes a week were sometimes mailed. (This has of course greatly increased mailing expenses and this situation has been intensified by an increase in postal rates for Zones 4 and beyond, in which 2/3 of the NAEB member stations are located.)

The sources of Network programs are increasingly becoming our own member stations. However, a great many program series have been contributed by such agencies as the American Foundation for the Blind, UNESCO, The American Society of Friends, the Cooper Union Forum, and the Air Training Command. Some programs from the British Broadcasting Corporation have been distributed to NAEB stations, and Network Headquarters has been the traffic office, arranging for the distribution of many more hours of BBC programs directly to member stations. One series from Radio-Italiana and ten series from the French Broadcasting System were also broadcast by NAEB stations during 1953-54.

The acquisition of a second mass duplicator during this past year, through the generosity of a supplementary grant from the W. K. Kellogg Foundation, has made possible a considerable improvement in both quality and economy of operations. It is now possible to begin to shift emphasis from the mass service to a more individual service aspect of its operation. The various stations, of course, find this arrangement much more satisfactory with the result that Headquarter-station relations have greatly improved.

The travel funds provided by the Kellogg Foundation have made possible five meetings of the Network Manager with the Network Acceptance Committee, the In-School Program Committee, and the In-School Program Sub-Committee. These meetings have resulted in refinement of program selection procedures and a revision of methods of program offerings and distribution.

All in all the NAEB Network is providing an essential service to the educational broadcasting stations of America. Without the aid of the W. K. Kellogg Foundation this service, which 80% of all member stations list as the most essential of all services which the NAEB provides them, would never have materialized or become a model for installations in many other parts of the civilized world.

Much has been done. But much still remains to do. The NAEB's efforts to serve the cause of education and its membership, providing wise and broad leadership and essential services to educational broadcasting throughout the world, will not be relaxed, though it will obviously have to be adapted to the realistic conditions which will arise and prevail in so rapidly a changing picture as is the rule in wireless communications.

The job which the very wise planners who submitted the first project plans had thought could be done in five years, it is now obvious, is a job which will consume far more time, and consume far more money and energy than was then thought. This is a tribute to the importance of the general area in which the grant was made, as well as to the energy of the NAEB in opening it up. If support for somewhat more than the five-year period originally considered as adequate is necessary, it is not a result of a failure, but of a success. There have been many distractions and competing events to retard the development of that public sentiment and understanding which must exist before educational broadcasting can exist without Foundation assistance. More organizations than the NAEB have found the past three years full of energetic, uncontrollable forces. It is these forces, and the need to develop understanding and controls for them that makes the NAEB believe that its role will continue to be an increasingly essential one to American and world education.

It is the sincere hope of the writer that consideration of this brief report may be supplemented by a glance at the complete ANNUAL PROGRESS REPORT OF THE NAEB TO THE W. K. KELLOGG FOUNDATION, as forwarded on June 22. In it will be found a fuller and more adequate expression of the fine relationship which exists between our two organizations, and a statement of some of the plans of the NAEB for the more adequate publicizing and distribution of the results of our common efforts.

It is our hope that the record of accomplishment which emerges from these combined reports may be the source of as much satisfaction to the W. K. KELLOGG FOUNDATION as to the National Association of Educational Broadcasters, whose sincere thanks are hereby most sincerely expressed.

Respectfully submitted
for the NAEB President
and Board

H. J. Skornia
Executive Director
July 26, 1954

W. K. KELLOGG FOUNDATION

Grant Renewal Request

(Outline)

Headquarters, as per original grant	\$ 34,000.00
Headquarters, as per additional grant of Feb., 1954	10,000.00
Network, as per original grant	6,500.00
Total	\$ 50,500.00
(Minus, unless other use as requested in our letter of June 4, 1954, is approved, unexpended Associate Director funds)	(2,049.17)
(Grant, if above item deducted)	(\$ 48,450.83)

(National Association of Educational Broadcasters, 14 Gregory Hall,
Urbana, Illinois.
By H. J. Skornia, Executive Director, June 22, 1954)

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Proposed Budget for July 1, 1954-June 30, 1955

NAEB BUDGET SUMMARY

Salaries and Wages	\$ 46,330.00
Seminars, Travel, Research	15,500.00
Supplies and Expenses	20,250.00
Administrative Charge (5% of Kellogg Grant)	2,525.00
Contingencies (general)	<u>1,000.00</u>
Total	\$ 85,605.00

NAEB HEADQUARTERS (KELLOGG)

Salaries and Wages	\$ 27,721.28
Seminars, Travel, Research	15,200.00
Supplies and Expenses	6,750.00
Administrative Charge (5% of Kellogg Grant)	2,200.00
Contingencies (general)	<u>500.00</u>
Total	\$ 52,371.28

NAEB NETWORK (NAEB & KELLOGG)

Salaries and Wages	\$ 18,608.72
Travel	300.00
Supplies and Expenses	13,500.00
Administrative Charge (5% of Kellogg Grant)	325.00
Contingencies (general)	<u>500.00</u>
Total	\$ 33,233.72

Income

Headquarters	
Kellogg	\$ 44,000.00
Other Income (1)	<u>7,530.00</u>
	\$ 51,530.00
Network	
Kellogg	\$ 6,500.00
Assessment Fees (2)	<u>29,075.00</u>
	\$ 35,575.00
Less Anticipated Deficit from 1952-54	\$ 87,105.00
	<u>1,500.00</u>
	\$ 85,605.00

(1) From Materials and Services provided by Headquarters on a reimbursable basis.

(2) Calculated as follows:

Class A - 23 Stations @ \$600.00
Class B - 18 Stations @ 375.00
Class C - 31 Stations @ 275.00

It was estimated that the increase in fees on July 1, 1954 would result in no decrease in Class A subscribers, a loss of three Class B stations, and a loss of six class C stations. The following table was used as a basis for this estimate:

Class	Actual Number	On Net 4/1/54	Never On Net	Dropped Since Fees
A	25	23	1	1
B	27	21	2	4
C	53	37	7	9

	<u>Network</u>	<u>Headquarters</u>
<u>Salaries and Wages</u>		
Executive Director	\$	\$ 10,000.00
Associate Director		7,200.00
Secretary		3,400.00
Labor	1,040.00	4,160.00
Network Manager	4,320.00	
Traffic Manager	3,600.00	
Shipping Manager	3,800.00	
Duplicator Operators	3,780.00	
Retirement (Employer's Contribution)	1,178.63	1,592.28
Workmen's Compensation	242.55	269.00
Contingencies	<u>647.54</u>	<u>1,000.00</u>
	\$ 18,608.72	\$ 27,721.28
<u>Supplies and Expenses (1)</u>		
Mailing, Express, Freight	\$ 7,200.00	\$ 1,500.00
Mailing Materials for Network	900.00	
Office Supplies and Expenses.	750.00	750.00
Periodicals, Books, Clipping Service		500.00
Telephone and Telegraph	500.00	1,500.00
Recording Service	150.00	
Recording Tape (incl. boxes and reels)	3,000.00	
Equipment (incl. parts replacement)	500.00	500.00
NAEB Publications and Reports (2)	<u>500.00</u>	<u>2,000.00</u>
	\$ 13,500.00	\$ 6,750.00
<u>Seminars, Travel, Research</u>		
Seminars	\$	\$ 3,500.00
Regional Meetings		3,000.00
Exec. Com. and Directors' Meetings		2,500.00
Office(r) Travel	300.00	2,700.00
NAEB Committees		2,500.00
Research		<u>1,000.00</u>
	\$ 300.00	\$ 15,200.00

- (1) Tentative, subject to changes of allotments within this group, as operationally necessary.
- (2) To include all costs of art work, printing and stenographic bureau services for publications from this Headquarters (including Newsletter), not including committee and research reports which should be charged to expense of committees. In the past publications expenses have simply been shown as Headquarters Supplies and Expenses, which did not reveal general publications activities.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
TRUST: W. K. KELLOGG FOUNDATION
FINANCIAL STATEMENT

(For period 7/1/54 to 8/31/54)

	Kellogg Trust Fund	NAEB Revolving(1)	Total
Balance, July 1, 1954 (Per 1953-54 Report)	\$ 526.65	\$ 526.65	\$ 526.65
Receipts per attached report	<u>50,500.00</u>	<u>30,946.94</u>	<u>81,446.94</u>
Total Balance and Receipts	\$ 50,500.00	\$ 31,473.19	\$ 81,973.59
Expenditures, per attached report	<u>11,765.90</u>	<u>428.70</u>	<u>12,194.60</u>
Balance	\$ 38,734.10	\$ 31,044.49	\$ 69,778.99

- (1) This is the account which has been set up, under University of Illinois requirements, for Network Assessment Fees and other income accruing to the NAEB Headquarters and Network.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to August 31, 1954

Summary (Detail Attached)

	<u>Budget</u>	<u>Expended</u> <u>This Period</u>	<u>Cumulative</u> <u>Exp. Since 7/1/54</u>	<u>Balance</u>
Salaries and Wages (1)	\$ 46,330.00	\$ 7,106.16	\$ 7,106.16	\$ 39,223.84
Seminars, Travel, Research	15,500.00	777.76	777.76	14,722.24
Supplies and Expenses	20,250.00	1,785.68	1,785.68	18,464.32
Administrative Expenses	2,525.00	2,525.00	2,525.00	-
Contingencies	1,000.00	-	-	1,000.00
Total	<u>\$ 85,605.00</u>	<u>\$12,194.60</u>	<u>\$12,194.60</u>	<u>\$73,410.40</u>

(1) Employer's Contribution to Retirement Fund (7.79%) and Workmen's Compensation (1.5%) are included.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 - August 31, 1954

Salaries and Wages

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Executive Director	\$ 10,000.00	\$ 1,666.66	\$ 1,666.66	\$ 8,333.34
Associate Director	7,200.00	1,200.00	1,200.00	6,000.00
Secretary	3,400.00	560.00	560.00	2,840.00
Labor	5,200.00	382.45	382.45	4,817.55
Network Manager	4,320.00	720.00	720.00	3,600.00
Traffic Manager	3,600.00	600.00	600.00	3,000.00
Shipping Manager	3,800.00	591.66	591.66	3,208.34
Duplicator Operators	3,700.00	840.00	840.00	2,940.00
Retirement (Employer's Contribution)	2,770.51	494.93	494.93	2,275.98
Workmen's Compensation	611.55	50.46	50.46	561.09
Contingencies	1,647.54	-	-	1,647.54
	<u>\$ 46,320.00</u>	<u>\$ 7,106.16</u>	<u>\$ 7,106.16</u>	<u>\$ 39,223.84</u>

Supplies and Expenses (Headquarters)

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Mailing, Express, Freight	\$ 1,500.00	\$ 170.16	\$ 170.16	\$ 1,329.84
Office Supplies and Expenses	750.00	165.22	165.22	584.78
Periodicals, Books, Clipping Service	500.00	30.25	30.25	469.75
Telephone and Telegraph	1,500.00	75.02	75.02	1,424.98
Equipment (incl. parts re- placement)	500.00	56.92	56.92	443.08
NAEB Publications and Reports	2,000.00	136.34	136.34	1,863.66
	<u>\$ 6,750.00</u>	<u>\$ 633.91</u>	<u>\$ 633.91</u>	<u>\$ 6,116.09</u>

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to August 31, 1954

Supplies and Expenses (Network)

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Mailing, Express, Freight	\$ 7,200.00	\$ 578.60	\$ 578.60	\$ 6,621.40
Mailing Materials for Network	900.00	5.10	5.10	894.90
Office Supplies and Expenses	750.00	54.62	54.62	695.38
Telephone and Telegraph	500.00	4.03	4.03	495.97
Recording Service	150.00	6.00	6.00	144.00
Recording Tape (incl. boxes and reels)	3,000.00	140.97	140.97	2,859.03
Equipment (incl. parts re- placement)	500.00	362.45	362.45	137.55
NAEB Publications and Reports	500.00	-	-	500.00
	<u>\$ 13,500.00</u>	<u>\$ 1,151.77</u>	<u>\$ 1,151.77</u>	<u>\$ 12,348.23</u>

Seminars, Travel, Research

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Seminars	\$ 3,500.00	\$ 181.20	\$ 181.20	\$ 3,318.80
Regional Meetings	3,000.00	-	-	3,000.00
Exec. Com. and Directors' Meetings	2,500.00	-	-	2,500.00
Office(r) Travel	3,000.00	210.02	210.02	2,789.98
NAEB Committees	2,500.00	248.36	248.36	2,251.64
Research	1,000.00	138.18	138.18	861.82
	<u>\$ 15,500.00</u>	<u>\$ 777.76</u>	<u>\$ 777.76</u>	<u>\$ 14,722.24</u>

RECEIPTS

	<u>Budget</u>	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
Headquarters (Kellogg)	\$ 44,000.00	\$ 44,000.00	\$ 44,000.00
Tape Network (Kellogg)	(6,500.00)	(6,500.00)	(6,500.00)
Tape Network (Fees)	(29,075.00)	(30,352.50)	(30,352.50)
Tape Network (Totals)	35,575.00	36,852.50	36,852.50
Other Income (1)	7,530.00	594.44	594.44
	\$ 87,105.00	\$ 81,446.94	\$ 81,446.94

	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
(1) Other Income:		
Sale of Publications	\$ 427.50	\$ 427.50
Tapes, sold, rented, dubbed	32.00	32.00
Reimbursable Services	134.94	134.94
Miscellaneous	-	-
	\$ 594.44	\$ 594.44

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 FINANCIAL STATEMENT

(For period 7/1/54 to 9/30/54)

	Kellogg Trust Fund	NAEB Revolving(1)	Total
Balance, July 1, 1954 (Per 1953-54 Report)	\$ 2 50,500.00	\$ 526.65	\$ 526.65
Receipts per attached report		<u>29,473.11</u>	<u>79,973.11</u>
Total Balance and Receipts	\$ 50,500.00	\$ 29,999.76	\$ 80,499.76
Expenditures, per attached report	<u>16,876.68</u>	<u>252.85</u>	<u>17,129.53</u>
Balance	\$ 33,623.32	\$ 29,746.91	\$ 63,370.23

- (1) This is the account which has been set up, under University of Illinois requirements, for Network Assessment Fees and other income accruing to the NAEB Headquarters and Network.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to September 30, 1954

Summary (Detail Attached)

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Salaries and Wages (1)	\$ 46,330.00	\$10,576.93	\$ 10,576.93	\$35,753.07
Seminars, Travel, Research	15,500.00	1,061.18	1,061.18	14,438.82
Supplies and Expenses	20,250.00	2,966.42	2,966.42	17,283.58
Administrative Expenses	2,525.00	2,525.00	2,525.00	—
Contingencies	1,000.00	—	—	1,000.00
Total	<u>\$ 85,605.00</u>	<u>\$17,129.53</u>	<u>\$ 17,129.53</u>	<u>\$68,475.47</u>

(1) Employer's Contribution to Retirement Fund (7.79%) and Workmen's Compensation (1.5%) are included.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to September 30, 1954

Salaries and Wages

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Executive Director	\$ 10,000.00	\$ 2,431.66	\$ 2,431.66	\$ 7,568.34
Associate Director	7,200.00	1,800.00	1,800.00	5,400.00
Secretary	3,360.00	840.00	840.00	2,560.00
Labor	5,200.00	557.45	557.45	4,642.55
Network Manager	4,320.00	1,080.00	1,080.00	3,240.00
Traffic Manager	3,600.00	900.00	900.00	2,700.00
Shipping Manager	3,550.00	887.49	887.49	2,912.51
(1) Duplicator Operators	3,700.00	1,202.73	1,202.73	2,577.27
Retirement (Employer's Contribution)	2,770.91	727.53	727.53	2,043.38
Workmen's Compensation	.611.55	150.07	150.07	461.48
Contingencies	1,647.54			1,647.54
	<u>\$ 46,330.00</u>	<u>\$ 10,576.93</u>	<u>\$ 10,576.93</u>	<u>\$ 35,753.07</u>

* Johnson - 2100 - (to be 2400).
 Net - 30 hrs week @ 1.00).

(1) Weber - 2400.- (Other + time employee is hourly + was underway)

Supplies and Expenses (Headquarters)

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 1,500.00	\$ 236.85	\$ 236.85	\$ 1,263.15
Office Supplies and Expenses	750.00	102.09	102.09	647.91
Periodicals, Books, Clipping Service	500.00	120.75	120.75	379.25
Telephone and Telegraph	1,500.00	220.73	220.73	1,279.27
Equipment (incl. parts replacement)	500.00	70.25	70.25	429.75
NAEB Publications and Reports	2,000.00	236.61	236.61	1,763.39
	<u>\$ 6,750.00</u>	<u>\$ 987.28</u>	<u>\$ 987.28</u>	<u>\$ 5,762.72</u>

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to September 30, 1954

Supplies and Expenses (Network)

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Mailing, Express, Freight	\$ 7,200.00	\$ 830.18	\$ 830.18	\$ 6,369.82
Mailing Materials for Network	900.00	31.84	31.84	868.16
Office Supplies and Expenses	750.00	115.08	115.08	634.92
Telephone and Telegraph	500.00	204.23	204.23	295.77
Recording Service	150.00	6.00	6.00	144.00
Recording Tape (incl. boxes and reels)	3,000.00	381.42	381.42	2,618.58
Equipment (incl. parts re- placement)	500.00	410.39	410.39	89.61
NAEB Publications and Reports	500.00	—	—	500.00
	<u>\$ 13,500.00</u>	<u>\$ 1,979.14</u>	<u>\$ 1,979.14</u>	<u>\$ 11,520.86</u>

Seminars, Travel, Research

	Budget	Expended This Period	Cumulative Exp. Since 7/1/54	Balance
Seminars	\$ 3,500.00	\$ 181.20	\$ 181.20	\$ 3,318.80
Regional Meetings	3,000.00	—	—	3,000.00
Exec. Com. and Directors' Meetings	2,500.00	—	—	2,500.00
Office(r) Travel	3,000.00	493.44	493.44	2,506.56
NAEB Committees	2,500.00	248.36	248.36	2,251.64
Research	1,000.00	138.18	138.18	861.82
	<u>\$ 15,500.00</u>	<u>\$ 1,061.18</u>	<u>\$ 1,061.18</u>	<u>\$ 14,438.82</u>

RECEIPTS

	<u>Budget</u>	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
Headquarters (Kellogg)	\$ 44,000.00	\$ 44,000.00	\$ 44,000.00
Tape Network (Kellogg)	(6,500.00)	(6,500.00)	(6,500.00)
Tape Network (Fees)	(29,075.00)	(28,867.07)	(28,867.07)
Tape Network (Totals)	35,575.00	35,367.07	35,367.07
Other Income (1)	<u>7,530.00</u>	<u>606.04</u>	<u>606.04</u>
	<u>\$ 87,105.00</u>	<u>\$ 79,973.11</u>	<u>\$ 79,973.11</u>

(1) Other Income:

	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
Sale of Publications	\$ 413.10	\$ 413.10
Tapes, sold, rented, dubbed	58.00	58.00
Reimbursable Services	134.94	134.94
Miscellaneous	<u>—</u>	<u>—</u>
	<u>\$ 606.04</u>	<u>\$ 606.04</u>

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 FINANCIAL STATEMENT

(For period 7/1/54 to 10/31/54)

	Kellogg Trust Fund	NAEB Revolving(1)	Total
Balance, July 1, 1954 (Per 1953-54 Report)	\$ * 50,500.00	\$ 526.65	\$ 526.65
Receipts per attached report		29,088.36	79,588.36
Total Balance and Receipts	\$ 50,500.00	\$ 29,615.01(2)	\$ 80,115.01
Expenditures, per attached report	22,007.20	375.01(2)	22,382.21
Balance	\$ 28,492.80	\$ 29,240.00(2)	\$ 57,732.80

- (1) This is the account which has been set up, under University of Illinois requirements, for Network Assessment Fees and other income accruing to the NAEB Headquarters and Network.
- (2) University Accounting Ledger Sheet for the Revolving Fund shows the following:

Total credits	\$29,854.09 (Discrepancy of \$239.08)
Expenditures	635.93 (Discrepancy of \$260.92)
Balance	29,218.16 (Discrepancy of \$ 21.84)

These discrepancies (which will be adjusted by Accounting during November) are due to the following factors:

\$250.00 refund to stations (for assessment overcharge) was handled as an expense by Accounting rather than as a deduction from income.

\$10.92 re-inbursement from NAEB Treasurer was erroneously deducted from income by Accounting rather than being deducted from expense as it should have been.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

TRUST: W. K. KELLOGG FOUNDATION

REPORT OF EXPENDITURES FOR THE PERIOD

July 1, 1954 to October 31, 1954

Summary (Detail Attached)

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Salaries and Wages (1)	\$ 46,330.00	\$ 3,421.02	\$ 13,997.95	\$32,332.05
Seminars, Travel, Research	15,500.00	641.86	1,703.04	13,796.96
Supplies and Expenses	20,250.00	1,189.80	4,156.22	16,093.78
Administrative Expenses	2,525.00	—	2,525.00	—
Contingencies	1,000.00	—	—	1,000.00
Total	<u>\$ 85,605.00</u>	<u>\$ 5,252.68</u>	<u>\$ 22,392.21</u>	<u>\$3,222.79</u>

(1) Employer's Contribution to Retirement Fund (7.79%) and Workmen's Compensation (1.5%) are included.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to October 31, 1954

Salaries and Wages

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Executive Director	\$ 10,000.00	\$ 765.00	\$ 3,196.66	\$ 6,803.34
Associate Director	7,200.00	600.00	2,400.00	4,800.00
Secretary	3,400.00	280.00	1,120.00	2,280.00
Labor	5,200.00	233.50	790.95	4,409.05
Network Manager	4,320.00	360.00	1,440.00	2,880.00
Traffic Manager	3,600.00	300.00	1,200.00	2,400.00
Shipping Manager	3,800.00	295.83	1,183.32	2,616.68
Duplicator Operators	3,700.00	300.00	1,502.73	2,277.27
Retirement (Employer's Contribution)	2,770.91	239.61	967.14	1,803.77
Workmen's Compensation	611.55	47.08	197.15	414.40
Contingencies	1,647.54	—	—	1,647.54
	<u>\$ 46,330.00</u>	<u>\$ 3,621.02</u>	<u>\$ 12,907.95</u>	<u>\$ 32,332.05</u>

Supplies and Expenses (Headquarters)

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 1,500.00	\$ 132.96	\$ 369.81	\$ 1,130.19
Office Supplies and Expenses	750.00	103.38	210.47	539.53
Periodicals, Books, Clipping Service	500.00	12.00	132.75	367.25
Telephone and Telegraph	1,500.00	26.82	247.55	1,252.45
Equipment (incl. parts replacement)	500.00	35.00	105.25	394.75
NAEB Publications and Reports	2,000.00	205.86	442.47	1,557.53
	<u>\$ 6,750.00</u>	<u>\$ 521.02</u>	<u>\$ 1,508.30</u>	<u>\$ 5,241.70</u>

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE PERIOD
 July 1, 1954 to October 31, 1954

Supplies and Expenses (Network)

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 7,200.00	\$ 321.72	\$ 1,151.90	\$ 6,048.10
Mailing Materials for Network	900.00	134.45	166.29	733.71
Office Supplies and Expenses	750.00	27.80	142.88	607.12
Telephone and Telegraph	500.00	1.00	205.23	294.77
Recording Service	150.00	16.50	22.50	127.50
Recording Tape (incl. boxes and reels)	3,000.00	80.00	461.42	2,538.58
Equipment (incl. parts replacement)	500.00	87.31	497.70	2.30
NAEB Publications and Reports	500.00	—	—	500.00
	<u>\$ 13,500.00</u>	<u>\$ 668.76</u>	<u>\$ 2,647.92</u>	<u>\$ 10,552.08</u>

Seminars, Travel, Research

	<u>Budget</u>	<u>Expended</u>	<u>Cumulative</u>	
		<u>This Period</u>	<u>Exp. Since 7/1/54</u>	<u>Balance</u>
Seminars	\$ 3,500.00	\$ 83.40	\$ 264.60	\$ 3,235.40
Regional Meetings	3,000.00	—	—	3,000.00
Exec. Com. and Directors' Meetings	2,500.00	—	—	2,500.00
Office(r) Travel	3,000.00	527.96	1,021.40	1,978.60
NAEB Committees	2,500.00	30.50	278.86	2,221.14
Research	1,000.00	—	138.18	861.82
	<u>\$ 15,500.00</u>	<u>\$ 641.66</u>	<u>\$ 1,703.04</u>	<u>\$ 13,796.96</u>

RECEIPTS

	<u>Budget</u>	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
Headquarters (Kellogg)	\$ 44,000.00	\$ —	\$ 44,000.00
Tape Network (Kellogg)	(6,500.00)	—	(6,500.00)
Tape Network (Fees)	(29,075.00)	(*400.00)	(28,467.07)
Tape Network (Totals)	35,575.00	*400.00	34,967.07
Other Income (1)	<u>7,530.00</u>	<u>15.25</u>	<u>621.29</u>
	<u>\$ 87,105.00</u>	<u>\$ 384.75</u>	<u>\$ 79,533.36</u>

	<u>Received This Period</u>	<u>Cumulative Rec. Since 7/1/54</u>
(1) Other Income:		
Sale of Publications	\$ 229.75	\$ 183.35
Tapes, sold, rented, dubbed	243.00	301.00
Reimbursable Services	—	134.94
Miscellaneous	<u>2.00</u>	<u>2.00</u>
	<u>\$ 15.25</u>	<u>\$ 621.29</u>

*Deduct - Due to refund of overcharges on Class C Assessment and to cancellation of large order for TV Monitoring Studies.

227 Gregory Hall
July 12, 1954

President Lloyd Morey:

Because the Kellogg Trust fund at the University makes possible the operation of N. A. E. B., especially the tape network of educational radio programs, I thought you'd be interested in the progress report prepared by Executive Director Harry J. Skornia and transmitted to the W. K. Kellogg Foundation.

Frank E. Schooley

FES/bc

July 16, 1954

Dr. Maurice F. Seay, Director
Education Division
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Director Seay:

Director Frank Schooley has forwarded to me a copy of the Progress Report of the W. K. Kellogg Foundation-National Association of Educational Broadcasters project which is operating on our campus under a grant made to the University of Illinois. I have noted with interest the important work which is being done by N.A.E.B. in educational radio and television, and wish to express to you our sincere interest in the project. We are glad that the University of Illinois can have a small part in such an important project in which the W. K. Kellogg Foundation has a similar interest.

At a later time a report will be sent you on the fiscal operations of the fund for which the University has been pleased to assume responsibility.

With assurance of our appreciation of the many services of your organization to the cause of education, I am

Cordially yours,

Lloyd Morey
Lloyd Morey
President

- c. Director H. J. Skornia
Director Frank E. Schooley ✓
Director F. S. Siebert

TO: Directors

CONFIDENTIAL

FROM: Skornia.

DATE: July 22, 1954.

Just received. My only comments: (1) I tried to define the NASS's "role in action" in our report to Kellogg, by showing what we were doing, and steps for top-level meetings in the future. (2) I wonder with whom we should "affiliate." Even if impowered, I'm sure we should retain independence (probably one of the most obvious statements ever made).

Greatly puzzled and quite annoyed by the word "disposition" in the second paragraph. *Reorder
by g.v.*

* * *

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

July 19, 1954

Dr. Harry J. Skornia
Executive Director NASS
University of Illinois
Urbana, Illinois

Copy

Dear Harry:

Although I have no notion as to what the Foundation might do with respect to support of a project that would attempt to unify the various publications particularly concerned with wireless communication, I want you to know that I think it is a good idea and I like the way you have approached Stanley Andrews to make it a joint consideration.

Now if you can find a way to push for a disposition of NASS, we will be ready for another period of great gains in educational broadcasting. By the latter you know that I mean—exactly the same thing we have talked about before, namely defining the role and function of NASS. Should it stay independent? If not, with what agency should it become affiliated? It seems to me this latter problem must be solved soon since during the coming year.

Sincerely,

/s/ Bob

Robert VanDyke

July 26, 1954

Mr. Robert Taylor
Associate Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

Enclosed is the brief statement requested for your Board meeting. It is provided in twelve copies. Because I thought they might be of general Board interest, we have also sent you twelve copies of the complete report which our Board feels is a good picture of KED's accomplishments for the last year. The brief statement therefore emphasizes a broader period than only this year to avoid duplication.

The final ledger for the budget has just in. The final financial report from the University Business Office will reach you within the next ten weeks, as explained to you by telephone. Thanks to your permission to use the supplies and expenses the portion of the funds granted us by the Associate Director's salary (and my own because we started later than we had budgeted for), the final report, with bills and vouchers for payment in the neighborhood of \$900.00 to \$600.00 not yet in, shows a balance of \$500.00. Although claiming the year as this position required some drastic curtailment of planned expenses for the last six months, the budget may be a revised draft, as go into the next year's operation in considerably better condition than we started this year. I believe our accomplishments will also be even more impressive, as we go into our twentieth anniversary.

Because of the short notice for this report, and the fact that I also had to today prepare it until my return from Washington, on Thursday, it has not been checked with the staff here. If there are any errors or discrepancies, I therefore assume full responsibility for them.

Finally, I have copied this document up and you'll notice in the latest Research Committee Report including KED statistics and results, a prediction of some 10 million families in the U.S.A. plus urban Canadian and Mexican coverage. I hope you will find that this also is of interest to your Board members.

Stanley J. Smith

Stanley J. Smith
Harry J. Jacobs
Executive Director

A.J.B.
Enc.

Dear Harry:

On receipt of your card on Monday I dispatched a dozen copies of Ken Harwoods report to Bob Vanduyn.

This morning received his letter a copy of which is attached.

I hope that the map and the report will prove of value to NAEB with the Foundation

Bob

copy

W. K. KELLOGG FOUNDATION
Battle Creek, Michigan
July 27, 1954

Division of Education
Maurice F. Seay
Director

Robert G. Van Duyn
Assoc. Director

COPY

Mr. R. J. Coleman, Chairman
NAEB Research Committee
Michigan State College
East Lansing
Michigan

Dear Bob:

The material you sent showing the coverage by NAEB radio stations came at a most opportune time. We are planning to use the coverage map as a part of our printed annual report this year.

If we use figures, we will of course want them to be correct and I am making note of your second paragraph giving the revisions.

As other aspects of this particular job are completed, we would be happy to have the reports. Thank you for remembering us.

Sincerely,

Robert Van Duyn

RVD/fh

July 28, 1954

Mr. Robert Van Duyn
Associate Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

As you may have heard, Professor Harold Hand has been given several awards during the past year as an outstanding teacher. These awards and recognitions have been of both local and national types.

We have thought all along he was a good man. You may remember him as the keynoter for both the Allerton House Conference on in-school broadcasting in 1952 and the In-School Writers Seminar recently held in St. Louis. I thought you might like to note this in passing.

I suppose this is the last note I will get to you before you take off for England. Bon Voyage, and return rested.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cp

CC: Frank Schooley✓
Graydon Ausmus

Enc: clipping

To: MAMM Officers
From: Harry Skornia
Date: August 5, 1954
Subject: Final fiscal report to Kellogg

Herewith a copy of the University Business Office Report to the Kellogg Foundation for the past fiscal year plus the letter to Dr. S^{ay} which accompanied it. Who was it who said: "We made it!"?

Preparation of this fiscal report was handled by Harold Hill at our end. If you have any bouquets, I'm sure he'll appreciate them.

One other bouquet I'd like to hand out is to Schooley. On behalf of Illinois he did everything humanly possible to help us save money, and get by as cheaply as possible the last part of the year when our straits began to be civicus. Without that help our record could not be so shiny.

Best for 1954-55!

HJS:cp

H J Skornia

August 5, 1954

Dr. Maurice P. Seay, Director
Education Division
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Dr. Seay:

The only portion of our annual reports to you, which was not sent earlier, was the financial statement from the University Business Office. This could not be prepared until the close of the books for the past fiscal year, as was explained to Mr. Van Duyn. It is herewith enclosed, with sincere thanks. It is our hope that all prerequisites are now in for the issuance of the check for the grant for the new fiscal year. In my note of July 27 to Bob Van Duyn I referred with some pride to the fact that we ended the year with a small balance.

May I say once again that we are proud of the record of achievement during the first three years of this grant, and hope that the W. K. Kellogg Foundation may also take pride in these accomplishments.

Respectfully,

Harry J. Skornia
Harry J. Skornia
Executive Director

HJS:cp

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 FINANCIAL STATEMENT
 June 30, 1954
 (For fiscal year, 1953-1954)

	Kellogg Trust Fund	NAEB Revolving(1)	Total
Balance, July 1, 1953 (Per 1952-53 Report)	\$ 6,547.79	\$ 5,546.79	\$ 1,001.00
Revolving balance trans. to Trust Fund	<u>5,546.79</u>	<u>-5,546.79</u>	
Receipts (see budget, attached)	\$ 1,001.00	\$ -	\$ 1,001.00
Total Balance and Receipts	<u>67,500.00</u>	<u>26,322.15</u>	<u>93,822.15</u>
Expenditures, per attached report	\$ 66,499.00	\$ 26,322.15	\$ 92,821.15
Balance, June 30, 1954	<u>66,499.00</u>	<u>25,795.50</u>	<u>92,294.50</u>
	\$ -	\$ 526.65	\$ 526.65

*Deduct (deficit)

(1) This is the account which has been set up, under University of Illinois requirements, for Network Assessment Fees and other income accruing to the NAEB Headquarters and Network.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W.K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE FISCAL YEAR
 1953-1954

Summary (Detail Attached)

	<u>Budget</u>	<u>Actual</u>	<u>Balance</u>
Salaries and Wages (1)	\$ 35,790.00	\$ 37,651.19	\$ *1,861.19
Seminars, Travel, Research	21,200.00	11,169.58	10,030.42
Supplies and Expenses	27,000.00	37,573.73	*10,573.73
Administrative Expenses	2,250.00	5,900.00	*3,650.00
Contingencies	1,910.00	-	1,910.00
Total	<u>\$ 88,150.00(2)</u>	<u>\$ 92,294.50</u>	<u>\$ *4,144.50(2)</u>

* Deduct (deficit)

(1) Employer's Contribution to Retirement Fund (7.7%) and Workmen's Compensation (1.5%) are included.

(2) Actual income was \$93,822.15. This, and the \$1,001.00 deficit at the start of the year, accounts for the discrepancy between above balance and actual cash position on June 30, 1954, shown on previous page.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W. K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE FISCAL YEAR
 1953-1954

Salaries and Wages

	<u>Budget</u>	<u>Actual</u>	<u>Balance</u>
Executive Director	\$ 10,790.00	\$ 9,019.28 (1)	\$ 1,770.72
Associate Director	5,000.00	2,700.00	2,300.00
Secretary	3,237.00	3,459.57	*222.57
Network Manager	4,522.00	4,166.66	355.34
Traffic Manager	3,237.00	3,405.00	*168.00
Shipping Manager	3,237.00	4,105.92	*868.92
Duplicator Operators	3,885.00	4,709.01	*824.01
Labor	1,882.00	3,156.92	*1,274.92
Retirement (Employer's Contribution) (2)	-	2,422.66	*2,422.66
Workmen's Compensation (2)	-	506.17	*506.17
	<u>\$ 35,790.00</u>	<u>\$37,651.19</u>	<u>\$* 1,861.19</u>

* Deduct

- (1) Total salary actually paid present Director is \$9,999.96. Balance paid by School of Journalism and Communications, University of Illinois, for teaching a graduate course. Above figure also includes fee paid to former Executive Director for the months of June and July, 1953.
- (2) Employer's Contribution to Retirement Fund and Workmen's Compensation were included in the salaries set forth in the original budget and were not set up as separate items.

Supplies and Expenses

	<u>Budget</u>	<u>Actual</u>	<u>Balance</u>
Mailing, Express, Freight	\$ 7,300.49		
Equipment (Incl. Replacement parts, repairs and alterations)	2,651.04		
Office and Misc. Network Supplies & Exp.	1,397.54		
Publications, Clipping Service	424.25		
Telephone & Telegraph	1,679.34		
Printing and Art Work	2,095.22		
Stenographic Bureau (Mimeographing)	2,369.55		
Shipping Materials	407.94		
Customs	108.00		
Hauling	122.33		
Recording Service	539.97		
Tapes (Incl. replacement boxes, reels)	7,323.06		
Professional Services	500.00		
New Duplicator, Repair of Old Duplicator, Replacement Parts	11,600.00		
	<u>38,518.73</u>		
Less: Expense incurred in 1952-53, reimbursed in 1953-54	<u>\$27,000.00</u>	<u>\$ 945.00</u>	<u>\$* 10,573.73</u>

*Deduct (deficit)

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
 TRUST: W.K. KELLOGG FOUNDATION
 REPORT OF EXPENDITURES FOR THE FISCAL YEAR
 1953-1954

Seminars, Travel, Research

	<u>Budget</u>	<u>Actual</u>	<u>Balance</u>
Seminars	\$ 5,500.00	\$ 2,339.52	\$ 3,160.48
Regional Meetings	4,500.00	1,669.07	2,830.93
Exec. Com. (& Directors') Meetings	2,000.00	1,720.46	279.54
Office(r) Travel	3,200.00	2,756.84	443.16
NAEB Committees	2,500.00	2,036.19	463.81
Research	<u>3,500.00</u>	<u>647.50</u>	<u>2,852.50</u>
	<u>\$21,200.00</u>	<u>\$11,169.58</u>	<u>\$10,030.42</u>

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
TRUST: W. K. KELLOGG FOUNDATION
BUDGET 1953-54

BUDGET SUMMARY

	<u>Original Budget</u>	<u>As Amended Upon Receipt of Subsidiary Grant</u>
Salaries & Wages	\$ 30,790.00	\$ 35,790.00
Seminars, Travel, Research	19,200.00	21,200.00
Supplies & Expenses	12,000.00	27,000.00
Administrative Expenses	2,250.00(1)	2,250.00(1)
Contingencies	1,910.00(1)	1,910.00(1)
	<u>66,150.00</u>	<u>88,150.00</u>

NAEB HEADQUARTERS:

Salaries & Wages	\$ 14,027.00	\$ 19,027.00
Seminars, Research, Travel	18,200.00	20,200.00
Supplies & Expenses	5,700.00	5,700.00
Administrative Expenses	1,560.00	1,560.00
Contingencies	1,910.00	1,910.00
	<u>41,397.00</u>	<u>48,397.00</u>

NAEB NETWORK:

Salaries & Wages	\$ 16,763.00	\$ 16,763.00
Travel	1,000.00	1,000.00
Supplies & Expenses	6,300.00	21,300.00
Administrative Expenses	690.00	690.00
	<u>24,753.00</u>	<u>39,753.00</u>

BUDGET ANALYSIS:

SALARIES & WAGES:

Executive Director	\$ 10,790.00	\$ 10,790.00
Associate Director	-	5,000.00
Secretary	3,237.00	3,237.00
Network Manager	4,522.00	4,522.00
Traffic Manager	3,237.00	3,237.00
Shipping Manager	3,237.00	3,237.00
Duplicator Operators	3,285.00	3,885.00
Labor	1,882.00	1,882.00
Retirement (Employer's Contribution) (2)	-	-
Workmen's Compensation(2)	-	-
	<u>\$ 30,790.00</u>	<u>\$ 35,790.00</u>

SUPPLIES & EXPENSES

	<u>\$ 12,000.00</u>	<u>\$ 27,000.00</u>
--	---------------------	---------------------

SEMINARS, TRAVEL, RESEARCH:

Seminars	\$ 5,500.00	\$ 5,500.00
Regional Meetings	4,500.00	4,500.00
Exec. Com. (& Directors') Meetings	2,000.00	2,000.00
Office(r) Travel	2,200.00	3,200.00
NAEB Committees	1,500.00	2,500.00
Research	3,500.00	3,500.00
	<u>\$ 19,200.00</u>	<u>\$ 21,200.00</u>

ADMINISTRATIVE EXPENSES

	<u>\$ 2,250.00</u>	<u>\$ 2,250.00</u>
	<u>1,910.00</u>	<u>1,910.00</u>

	<u>66,150.00</u>	<u>88,150.00</u>
--	------------------	------------------

TOTALS, ANALYSES

- (1) No allowance was made in budget for 1952-53 Administrative Expenses which were charged this year, nor was any allowance made in the Subsidiary Grant for Administrative Expenses on the Subsidiary Grant. The contingency fund was used to partially cover these items.
- (2) Employer's Contribution to Retirement Fund and Workmen's Compensation were included in the salaries set forth in the original budget, and not set up as separate items.

RECEIPTS

	<u>ORIGINAL BUDGET</u>	<u>REVISED BUDGET</u>	<u>ACTUAL</u>
Headquarters (Kellogg)	\$ 34,000.00	\$ 41,000.00	\$ 41,000.00
Tape Network (Kellogg)	(11,500.00)	(26,500.00)	(26,500.00)
Tape Network (Fees)	(20,650.00)	(20,650.00)	(20,741.00)
Tape Network (Totals)	32,150.00	47,150.00	47,241.00
Other Income (1)	<u>\$ 66,150.00</u>	<u>\$ 88,150.00</u>	<u>5,581.15</u>
			\$ 93,822.15

(1) Other Income:

From NAEB Treasury	\$ 3,000.00
Sale of Publications	690.00
Tapes, sold, rented, dubbed	230.00
Reimbursable Services	1,629.65
Miscellaneous	<u>31.50</u>
	\$ 5,581.15

COPY

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

RECEIVED
NAEB HEADQUARTERS

AUG 20 1954

AM PM
7|8|9|10|11|12|1|2|3|4|5|6

Dr. Lloyd Morey, President
University of Illinois
Urbana, Illinois

Dear President Morey:

Thanks for your letter of July 16th in which you comment upon the progress report of the W. K. Kellogg Foundation - National Association of Educational Broadcasters project which is operating on your campus. We appreciate your interest in this project.

Today I am authorizing the payment of our grant for the 1954-1955 fiscal year. We are pleased to know from the reports which we have received from Mr. Skornia the fine progress which has been made and the many evidences of cooperation at your University.

Sincerely and with best wishes,

Maurice F. Seay

MFS/fh

cc - Mr. H. J. Skornia

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

JO - Kellogg Notebooks



OFFICE OF THE REGIONAL DIRECTOR

August 9, 1954

RECEIVED
NAEB HEADQUARTERS

Aug. 10 1954

A.M. P.M.
7 8 9 10 11 12 1 2 3 4 5 6 7

Dr. Harry J. Skornia
14 Gregory Hall
University of Illinois
Urbana, Illinois

Dear Harry:

Thanks for your report of August 5 including the final fiscal materials on Kellogg.

Extend my congratulations to Frank Schooley and Howard Hill. Also save a sizable portion for yourself.

Ouch!!!
H.E.A.

Sincerely,

Richard B. Hull
Director, Region IV

RBH:dm

TO: Officers and Directors, NAEB
FROM: John W. Dunn 7/27/54

I am greatly disturbed by Harry's brief note of July 22nd.

The copy of a letter from Robert Van Duyn does not sound like Bob or the Kellogg Foundation at all. If its tenor be true then Kellogg, in my opinion has done a complete about face. Maybe this attitude has been there all the time but has not manifest itself until now.

I am not only puzzled by the use of the word "disposition" but also the very bald, blunt statement, "Should it stay independent? If not, with what agency should it become affiliated?"

To begin with either some people are awfully dumb or plain stupid for a studied effect. The position of NAEB in the world of educational broadcasting has been affirmed not once but many times; its avowed purposes have been set forth in unmistakable language. Even though nothing had ever been spelled out . . . it is apparent what its role is because of its past record and the achievements which have been accomplished through blood sweat and tears. Therefore, for anyone to challenge the role of the National Association of Educational Broadcasters after thirty years of distinguished achievements for the cause of educational broadcasting is, I repeat, being plainly stupid.

NAEB is not a "Jonny-come-lately" in the field of educational broadcasting. Its combined membership represents a great segment of American educational institutions, its voice is heard in the homes of millions of Americans, the men who guide the destinies of educational broadcast stations as members of NAEB are not nit-wits as some would have us believe, NAEB has not climbed on any band wagon to wave banners and beat the drums nor has it ever been guilty of sounding sweet music to lure the unsuspecting into whirlpools. NAEB has maintained for itself and its members the very highest standards and the noblest of purposes, it has built slowly but effectively, resisting all radical departures from the main-line of its purposes, and thoroughly refusing to sell its soul for a mess of pottage.

To have anyone, I care not who it is, dare suggest that NAEB should lose its identity, to submerge itself beneath the waters of oblivion is unthinkable. Why stand we here idle, ladies and gentlemen? The issues are plain, the gauntlet has been cast at our feet. The mandate is clear. Affirm to Kellogg and to anyone else that NAEB bows to NO ONE that we are independent and by the grace of God will continue to be so. This is no time to placate. We should stand firm and give a straightforward answer that indulges in no double-talk. If we are destined to die, then I would prefer to die honorably than to sell out to the robber barons.

RECEIVED
NAEB HEADQUARTERS

JUL 29 1954

A M P M
7|8|9|10|11|12|1|2|3|4|5|6

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

August 30, 1954

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Dr. Seay:

This will confirm our acknowledgement and appreciation following receipt from the W. K. Kellogg Foundation of your grant check in the amount of \$50,500.00. I am sorry to observe that you are not in a position to provide support for some of the supplementary projects provided, and discussed with Dr. VanDuyn. However, the grateful appreciation of the NAEB to the W. K. Kellogg Foundation is in no wise reduced thereby.

Under separate cover I am sending a statement of the use to which we put the \$2,049.17 which had been saved due to the inability of the Associate Director to join the organization earlier.

Once again our sincere appreciation. I look forward to the pleasure of meeting you, and hope you will let me know if you are down this way, or would like to have me drop by Battle Creek at any time.

Sincerely,



Harry J. Skornia
Executive Director

HJS:wc

Copied at NAEB Hqs. on August 31, 1954.

COPY

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

August 17, 1954

Mr. Harry J. Skornia
Executive Director
University of Illinois
Urbana, Illinois

Dear Harry:

The Foundation check for \$50,500 made payable to the University of Illinois is enclosed. These funds are to be used for the operation of our project with the National Association of Educational Broadcasters for its 1954-1955 fiscal year. Our total commitment to your project is \$277,350. This payment and those previously made total \$243,350. Thus there remains in the total commitment \$34,000 which may be used during your 1955-1956 fiscal year.

Although your request for supplementary funds contains interesting and undoubtedly worthwhile proposals, we have decided not to extend our commitment to your organization. Please acknowledge receipt of this check.

I have reviewed your proposed budget for 1954-1955 and I have examined the annual report which you have submitted. Your budget is approved; your report indicated a very successful year of activity. We at the Foundation do take pride with you in the accomplishments of your program.

I hope that during the coming year I will be able to visit your headquarters so that I can know you and your staff personally.

Sincerely and with best wishes,

/s/ Maurice F. Seay

Maurice F. Seay

MFS/fh

Copied at NAEB Hqs., on August 31, 1954-cp

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

August 31, 1954

Dr. Maurice F. Seay, Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Dr. Seay:

Herewith the statement of the use to which the \$2049.17, which was a balance left over from last year's grant for an NAEB Associate Director, as explained in my letter of June 4 to Mr. VanDuyn, were put.

We found that our greatest shortage was in tape and mailing expenses. This entire sum was therefore applied toward removing of the deficit incurred for these items. As will be noted from our report, mailing expenses this past year rose to over seven thousand dollars. However, the greatest expense was for tape replacement, which amounted to \$7,323.06, including tape boxes and replacement reels.

We deeply appreciate the courtesy of your organization in allowing us to use these funds for this purpose as stated in Mr. VanDuyn's letter of July 29 to me. If a more detailed statement of the use of these funds is necessary, please let me know. They were included with other supplies and expenditures in the complete financial statement sent you earlier.

Sincerely,

H. J. Skornia

Harry J. Skornia
Executive Director

HJS:cp

COPY

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

July 29, 1954

Mr. Harry J. Skornia
Executive Director
Nat'l. Ass'n. of Educational Broadcasters
University of Illinois
Urbana, Illinois

Dear Harry:

This is to grant Foundation permission for your use of a balance of \$2,049.17 as requested in your letter of June 4th. However, we would like to have as quickly as possible a statement from you as to the ways in which you expect to use these funds.

We will need at the appropriate time to have in your financial statement explanations as to the ways in which these funds were used.

Yours truly,

/s/ B.V.

Robert VanD yn

RVD/fh

Copied at NAEB Hqs. on August 31, 1954-cp

Schooley

F Y T

September 29, 1954

Mr. Robert VanDuyn
Associate Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

As Dr. Seay may have told you, I had the pleasure of meeting him and visiting the Kellogg Foundation for the first time a week ago today, when I was on my way through Battle Creek from other meetings. I'm sorry it was at a time when you weren't yet back, but hope I may pass that way again soon. Although I imagine this finds you still in the unpacking stage, I thought it might be desirable as soon as possible to get before you one rather limited request which might affect next year's grant.

This specifically concerns the fact that we now have an Associate Director, Harold E. Hill, as a part of the regular Headquarters' staff. By the beginning of the next fiscal year, Harold will have been with us approximately a year and a half. However, unless budgetary provision for his salary can be added to the earlier approved Kellogg grant expected for the 1955-56 fiscal year, we should have to drop Harold a year before the expiration of the rest of the present Kellogg grant.

I believe that by the end of the year and a half he will have served by the end of June, Harold will deserve a raise in salary. I hope to recommend to the directors an increase of something on the order of \$800.00, for an annual salary of \$8,000.00 per year. Adding to this the \$623.20 retirement and \$120.00 workmen's compensation charges which the budget would also have to carry, this would make a total of \$8,743.20, not including any administrative charge, which I am sure we could absorb.

Inasmuch as I feel we owe it to Harold to know what the prospects are for the coming year as soon as possible, I hope you do not mind my request for an opinion on this matter as soon as possible. Granting it would not be interpreted as a decision on the part of the W. K. Kellogg Foundation to extend its commitments beyond the period already decided upon. For this more basic problem I am sure we all agree more time and more fundamental examination of all the issues and possibilities involved will be necessary.

Mr. Robert VanDuyne

-2-

September 29, 1954

At the time of this more intensive series of discussions I believe it extremely desirable for us to take up with you in greater detail than has heretofore been done the matter of the Washington office which the NAMB hopes to set up within the next year, and various other problems which we have raised with you in a preliminary way in earlier requests and in informal discussions.

Meanwhile, we'll look forward to meeting with you in New York.

Sincerely,

Harry J. Skornia
Executive Director

HJS:pc
cc: Dr. Maurice Seay

Schorley F Y +

September 29, 1954

Dr. Maurice Seay
Director, Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Dr. Seay:

This is simply to say how much I appreciated and enjoyed meeting with you a week ago today. Since I assume that Bob VanDuyn is now back, I am sending him a note on next year's possible appropriation as affected by the fact that we now have an Associate Director as a part of our regular Headquarter's staff, whose salary is not included in the \$34,000.00 Headquarter's budget subject to renewal next year. You may recall that provision for an Associate Director, with salary for a little over a year and a half was approved as a part of Headquarters operation during the past year.

We shall be holding rather intensive meetings both before and at the New York Convention. Following these discussions we shall present our recommendations explicitly for the Washington office and other matters that I briefly went over with you. This will give us a basis of discussion of the whole problem in time for the firming up of plans for the future which must be completed before too long during the present fiscal year. These items will of course all be submitted to Bob VanDuyn, as in the past.

Once again, sincere thanks for your hospitality. And let us know at any time if there is anything we can provide you or the Foundation to help make your work easier.

Sincerely yours,

Harry J. Skornia
Executive Director

HJS:pc
cc: Robert VanDuyn

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

TO: Board of Directors
FROM: Harry J. Skornia *Harry J.S.*
DATE: October 15, 1954

Herewith, as prepared by the strong right arm of the NAEB, Harold Hill, the quarterly fiscal report of Headquarters as promised. We hope you find it satisfactory.

A couple of comments need making. In view of the fact that the billings for many services we pay for are received at least a month late, \$1500 or so in bills are always outstanding for travel, mailing charges, duplicating, etc. We therefore have somewhat less than is shown at any given time. Our balance is somewhat less than our budget because all income has not yet been received. Other details could be mentioned, but I believe they could more easily be answered orally when you raise specific questions. Harold and I stand ready to provide supporting and clarifying material of any type you want. Please bring your copy to New York.

HJS:cp

Enclosure

COPY

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

October 22, 1954

Dr. Harry J. Skornia
Executive Director
National Association of Educational
Broadcasters
University of Illinois
Urbana, Illinois

Dear Harry:

Today is the first opportunity I have had to really study your letter of September 29 concerning the Foundation making a further commitment to cover your new associate director's salary for the 1955-56 fiscal year, which is the final year of our commitment.

The first payment of \$22,000 out of the additional \$32,000, which was committed February 22, 1954, was for the 1953-54 fi cal year. On August 17, 1954, we made a payment of \$50,500 which included the second part of the new commitment in the amount of \$10,000. You will recall that the original pay ent for the fiscal year, 1954-55, was \$40,500. Of our total commitment of \$277,350, this then leaves a balance of \$34,000 for the final fiscal year, 1955-56.

I note that you indicate the associate director will have served a year and a half, although we have made payments including two full years' salary. I wonder, therefore, if this would make a difference in the amount you will need for his salary for the fi cal year, 1955-56.

This is the major question in my mind, however. Are you not going to have the support you expect d for the year, 1955-56, that caused you not to request a third-year sal ry for the associate director? It is a bit awkward for us to say to our trustees at this time that the additional commitment of \$32,000 should have been \$40,743.20.

One other question. You indicate that, unless budgetary provisions for his salary can be added to the earlier approved Kellogg grant expected for the 1955-56 fiscal year, you shall have to drop your associate director a year before the expiration of the rest of the present Kellogg grant. What will happen to him at the end of the 1955-56 fiscal year if we should make the additional commitment of and payment of a sufficient amount to carry him through the 1955-56 fi cal year?

I am sorry that other Foundation obligations will prevent me from being with you all in New York City. I have written Graydon

COPY

W. K. KELLOGG FOUNDATION
BATTLE CREEK, MICHIGAN

Dr. Harry J. Skornia

2

October 22, 1954

at some length about this. The meeting in Chicago that I must attend is a crucial one concerning the major Foundation activity.

Best of luck to you in the meetings. I look forward to seeing you soon.

Sincerely,

Robert VanDuyn

RVD:kb

CC: Graydon Ausmus ✓

School of Journalism and Communications

119 Gregory Hall
November 17, 1954

Mr. Charles S. Havens:

Last year the College of Education recommended the establishment of a printing laboratory for use of its students in industrial education and a request for non-recurring funds for this purpose was submitted to the non-recurring committee.

After I had learned of this request, I suggested to the College of Education that it might provide training for its students in industrial education in the School of Journalism's typography laboratory. This proposal was investigated and it was concluded that an expansion of the Journalism laboratory could fulfill the needs of students in industrial education.

We now have on the campus a new staff member in Journalism, Mr. Glenn Hanson, who is qualified in the field of typography and printing. In cooperation with representatives of the College of Education, he is preparing a recommendation for additional printing equipment.

Unfortunately, the present space for the Journalism typography lab will not accommodate all the equipment recommended, and I am, therefore, exploring the possibility of additional space.

Adequate additional space can be provided for this joint enterprise if the activities of the National Association of Educational Broadcasters could be moved to some other quarters. This activity does not necessarily have to be housed in Gregory Hall, but it does need quarters that are reasonably fireproofed. I would appreciate it very much if you could study the matter of housing the NAEB activity in either Altgeld Hall or some other site that might be available by September 1955. Mr. Frank E. Schooley can give you details on the space requirements for the NAEB activity.



F. S. Siebert
Director

FSS:js
cc: Mr. F. E. Schooley

COPY

COPY

November 9, 1954

Mr. Robert VanDy whole
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

In reply to your letter of November 6, I wonder if I might get 2 copies of the Foundation's Annual Report, and if one copy might be sent to each of the NAFB Officers and Directors listed on the attached sheets, please? In some cases, I realize, these persons may already have been on your list to receive, but at least this will give us a double-check to insure that our policy determiners are fully informed.

Sincere thanks for this opportunity. We'll be looking forward to receipt of this publication.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cp

Encl.

CC: President F. E. Schooley ✓

December 2, 1954

Mr. Robert VanDuyn
Associate Director
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

Skornia and Schooley will be present on December 21. Many thanks for making the hotel reservations. We'll be seeing you.

Sincerely,

Frank E. Schooley
President

FES:fmh

W. K. KELLOGG FOUNDATION

BATTLE CREEK, MICHIGAN

November 30, 1954

DIVISION OF EDUCATION

MAURICE F. SEAY
DIRECTOR

ROBERT G. VAN DUYN
ASSOCIATE DIRECTOR

Mr. Frank E. Schooley
President
National Association of Educational
Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Illinois

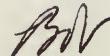
Dear Frank:

We have checked our schedules and would be
very happy to see you the first thing the morning
of December 21.

We will go ahead and make reservations for
you for the evening of December 20 at the Hart
Hotel, which is just a block away. If you don't
want these reservations, please cancel them.

We are looking forward to seeing you.

Sincerely,



Robert VanDy whole

RVD:kb

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

OFFICE OF THE PRESIDENT

14 Gregory Hall

December 2, 1954

Dear NAEBer:

At the New York convention you were kind enough to accept the treasurer's report for 1954-55, subject to audit. This was in line with wishes expressed by the members at the 1953 convention.

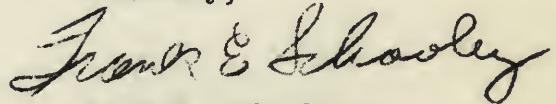
At New York, too, I told you I would mail a report to all active and associate members.

The audit has been completed, and attached hereto is the auditor's report on the treasurer and his books, and an adjusted financial report. I say adjusted because the auditor found he knew more than I. There were no major discrepancies. He found me honest. I trust you think as much of me.

If you have any questions, any comments, you know I will be most happy to hear from you.

Incidental to the treasurer's job, Bob Coleman and I have agreed that it would be easier all-around if I kept the books until December 31. He has already made arrangements for a depository and for bond, both of which have been approved by the Board. Meanwhile, all accounts will be brought up to January 1. All billings as of January 1 are being prepared here to help Bob get started.

Sincerely,



Frank E. Schooley
President

FES:h/p

Encl.

CC: H. J. Skornia
Cohn and Marks

AUDIT REPORT

National Association of Educational Broadcasters
for the year ended June 30, 1954

SCOPE OF AUDIT: All deposits and disbursements were checked in detail in verifying the cash position at the start and close of the year. Test checks were made of checks to invoices. The subsidiary ledger on news letter and membership dues was examined and summarized in detail to verify income totals and total receivables at end of year.

All charges against restricted funds were examined in detail in verifying the balances remaining unexpended in those funds.

GENERAL COMMENTS: All non-restricted funds and accounts are grouped at the top of the accompanying financial statement, with a total all their own, since they represent the net worth as regards cash of the association at any time. As the report shows, this position improved greatly in the fiscal year, with the association's share of the cash in bank increasing from \$720.64 to \$4,620.15. The chief source of such income is the percentage of grants allowed the association for their administration, and this varies from nothing to five or ten per cent, totaling \$5,700.39 in the fiscal year.

The receivables might well be examined with a view to writing off certain older items not likely to be paid. The total receipts from the news letter seem hardly to justify the effort involved in billing and recording the items - consideration might be given to dropping the charge or putting it on a strictly cash basis.

The auditor wishes to acknowledge the complete cooperation and helpfulness of the association treasurer, Mr. Frank E. Schooley, in the conduct of the audit.

/s/ Paul McMichael

Paul McMichael

1. Mr. McMichael is a graduate of the University of Illinois, has been business manager of the Illini Publishing Company for about 20 years, and has frequently audited fraternal and university-associated organization accounts....FES

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

FINANCIAL REPORT

Fiscal Year July 1, 1953 - June 30, 1954

<u>Grantor</u>	<u>Recent Grants- not all during this year</u>	<u>Balance 7-1-53</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Balance 6-30-54</u>
Administration-General		720.64	7,726.64	6,526.43	4,620.15
Album-Sales and Costs		-	5,252.35	5,597.93	
Dues - Membership		-	3,700.00		
News Letter		-	197.50		
Promotion Expense		-	-	573.28	245.10
Taxes Payable - Withholding		-	-	-	34.24
" " - Social Security		-	-	-	4,899.49
Total - Non-Restricted Funds		720.64	16,876.49	12,697.64	
Chicago Radio Project	Anon	5,000.00	4,500.00	3,397.20	1,102.80
Grants in Aid 52-53	FAE	80,000.00	847.39	-	847.39
Grants in Aid 53-54	ETRC	80,000.00	76,000.00	65,575.00	10,425.00
Management Service	FAE	7,000.00	7,000.00	-	7,000.00
Monitoring Study 51-52	FAE	28,000.00	158.58	-	3,486.74
Monitoring Study 53	FAE	12,500.00	3,933.83	-	10,262.75
Monitoring Study 54	FAE	12,500.00	-	12,500.00	2,237.25
New York Ed. Institute	Brynays	2,509.64	-	2,409.25	6.61
Pacific Foundation	FAE	30,000.00	30,000.00	-	
Placement Service	FAE	7,000.00	-	7,000.00	1,573.88
Engineering Service	FAE	30,000.00	-	30,000.00	1,118.71
TV Engineering Workshop	FAE	8,000.00	6,310.26	8,000.00	-
TV Lincoln Lodge Seminar	FAE	10,000.00	-	-	3,839.56
TV Management Seminar 53	FAE	5,000.00	-	4,500.00	3,423.77
TV Production Workshop 53	FAE	12,000.00	-	11,400.00	8,856.85
TV Production Workshop 54	FAE	12,000.00	-	12,000.00	-
Scholarships 54	FAE	6,300.00	-	6,300.00	1,800.00
Totals (reconciled to bank account)		41,123.31	199,333.13	148,434.74	92,021.70

Additional Financial Data: Membership Dues Receivable at close of year totaled \$1296.66, while news letter receivables totaled \$122.50. Since these include some past due items from prior years, they may not be considered as 100% good assets. Other assets include travel advances totaling \$500 (secured by personal notes), and two US government bonds purchase May 28, 1943, and worth \$192.40. Fixed assets include office furnishings.

The above figures were found to be correct by use of ordinary auditing procedures.

Signed /s/ Paul McMichael
Paul McMichael, Urbana, Illinois

Reconciliation of Cash Account as of June 30, 1954:

Balance June 30, 1954 per bank statement	\$95,529.36
Less Checks Outstanding per list below	<u>3,507.66</u>
Adjusted Balance per Annual Financial Report	\$92,021.70

Checks Outstanding:

#331	\$500.00
391	9.52
438	150.00
439	150.00
441	150.00
442	150.00
443	150.00
444	150.00
446	145.00
447	30.25
448	150.00
449	150.00
450	2.20
451	150.00
452	172.50
453	1029.73
454	111.95
455	155.00
456	<u>1.51</u>
	<u>\$ 3507.66</u>

12-1-54

FES

December 14, 1954

Mr. Robert VanDuyn
Associate Director
Division of Education
W. K. Kellogg Foundation
Battle Creek, Michigan

Dear Bob:

We're due in Battle Creek by train December 20 at 5:42 P. M., so shall be using the hotel reservation as made. We'll be ready at any time you say next morning. Shall we say 8:30 or 9:00 or 9:30? We'll look for word at the hotel.

We're leaving at 2:55 on the train the 21st.

See you a week from today. Let me know if there's anything special you'd like to have us bring.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cp

CC: Mr. Schooley ✓

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

December 15, 1954

TO: Hill
Holt
Biason

FROM: Harry J. Skornia

Before Kellogg meeting, I'd like your answer to a few questions.
At lunch with Scotty Fletcher recently he asked:

1) "List in priority the 4 ways in which the NAEB has changed
Broadcasting in the U. S." May I have your reply please? (Mine provided
luncheon conversation for some time)

Bill Griffiths and Bob VanDuyne's favorite question is

2) Define the ultimate destiny of the NAEB and the stages by which
this destiny can be reached.

Afraid I talk and write too much and listen too little. I would
like your ideas soon as possible.

Roz: Disguising these questions I expect an essay contest could
be offered in Newsletter on one or both of these, to get members also to
thinking. Will check with Schooley on this before we cut loose. The ques-
tions would have to be reworded, I expect.

HJS:cp

CC: Schooley ✓

COPY

COPY

W. K. KELLOGG FOUNDATION

BATTLE CREEK, MICHIGAN

DIVISION OF EDUCATION

MAURICE F. SEAY
Director

January 24, 1955

ROBERT G. VAN DUYN
Associate Director

Dr. Harry J. Skornia
Executive Director
National Association of Educational
Broadcasters
University of Illinois
Urbana, Illinois

Dear Harry:

I am pleased to tell you that the Kellogg Foundation is hereby increasing its total commitment to the National Association of Educational Broadcasters in the amount of \$8,743.00 as requested in your letter of September 29, 1954. This amount is to pay the salary of your Associate Director, Harold E. Hill, during the fifth and final year of the Foundation's support of the project.

The total commitment of the Foundation for the project is now \$286,093.00. We have made payments totalling \$243,350.00. Thus of our total commitment, there remains a balance of \$42,743.00, which may be used during your 1955-56 fiscal year.

We look forward with you to the continued success of this project.

Sincerely,

/s/ Bob

Robert VanDuyne

RVD/dr

Copied at NAEB Hqs. on January 26, 1955-cr

REPORT OF
THE NAEB

IN-SCHOOL
WRITERS' SEMINAR

RADIO STATION KSLH

ST. LOUIS, MISSOURI

JUNE 7-11, 1954

REPORT

On the

IN-SCHOOL PROGRAM WRITERS' SEMINAR

Sponsored by

The National Association of Educational Broadcasters

Financed by a grant from the W. K. Kellogg Foundation

Held at

Station KSLH, St. Louis, Missouri
June 7-11, 1954

Report Edited by

Edward Stasheff
Department of Speech
University of Michigan

Copyright by

The National Association of Educational Broadcasters

14 Gregory Hall
Urbana, Illinois
September, 1954

Acknowledgment

The Editor of this Report wishes to express his gratitude to Miss Marguerite Fleming for her farsighted planning in making the materials for the Report available, and for the forethought and skillful organization which made the entire Seminar not only possible, but both pleasant and profitable. He would like to express his thanks, too, to Mr. Charles Gilbert of Station KSLH, for his painstaking work as the official Recorder of the Seminar, and to acknowledge his debt to Miss Betty Girling, to whose complete comments on the Seminar the 'Conclusions and Recommendations' section owes much.

Edward Stasheff
Ann Arbor, Michigan
September 14, 1954

Introduction

The NAEB In-School Radio Program Writers' Seminar of 1954 was held at Station KSLH, St. Louis, Missouri, June 7-11, 1954. It was conducted by a Director and three Consultants, and was addressed by a number of guest speakers, half of them drawn from the St. Louis Public Schools. The Seminar was attended by 20 writers, representing 18 educational stations from 14 states. It was made possible as a regularly budgeted item in the NAEB grant from the W. K. Kellogg Foundation.

The need for the Seminar was first voiced by the NAEB In-School Program Committee, and was later reviewed and approved by the NAEB Board of Directors. It was felt that the increasing emphasis on the admittedly urgent problems of educational television, since 1952, had created a tendency to overlook the needs of educational radio in many quarters. A Seminar devoted to meeting some of those needs, specifically the problems of the writers of in-school radio programs, would not only help many of the NAEB member stations, but would also have far-reaching effects on the in-school programs received by a growing in-school audience which was recently found to be well over a million. In actual execution it was found impractical to exclude television completely as will be noted in this report.

Mr. Graydon Ausmus, NAEB President, then appointed Miss Marguerite Fleming, Director of Station KSLH and both a member of the NAEB Board of Directors and Chairman of the In-School Program Committee, to assume the responsibility of organizing such a Seminar. Miss Fleming and the committee secured the following Seminar leaders: Miss Gertrude F. McCance, Supervisor of School Broadcasts, Department of Education, Winnipeg, Manitoba; Miss Betty T. Girling, Director, Minnesota School of the Air, Station KUOM, University of Minnesota; Mrs. Helen Stanley, formerly Script Editor, Wisconsin School of the Air, and Instructor in Speech and Radio Writing at the University of Wisconsin; and Edward Stasheff, Associate Professor of Speech, University of Michigan, who served as Director of the Seminar.

Miss Fleming and the Committee spent nearly a month in correspondence with these staff members determining the philosophy, policy and schedule of the four-day Seminar. The basic problem to be resolved was whether the Seminar should be a "How-to-Do-It" workshop type of meeting, with emphasis on techniques of educational radio writing, or a "refresher" type of meeting, with emphasis on clarification of the philosophy of educational scriptwriting, mutual inspiration through the exchange of opinions and ideas, and discussion of the place of the writer in education and in society.

Another point to be resolved was whether the assembled writers could, and should, in the short span of four days, attempt any group writing or program planning. The Allerton House Conference of 1952 had gone on record as favoring the creation of two program series under the aegis of NAEB, one on Canadian-American Relations, and one on Conservation of Natural and Human Resources. Some members of the staff thought it might be possible for some writers in attendance at the Seminar to meet in groups and discuss possible program ideas for either or both of these series; others felt that the pressure of time would not permit it.

When preliminary planning had resolved all points of difference except these two issues, it was decided to turn to the twenty people who had been chosen by a special committee of the NAEB to attend the Seminar, and to the managers of the stations which these people represented. (A list of Seminar participants may be found in Appendix 1.) Accordingly, the station managers were asked to state what they hoped the writers they were sending to the Seminar would get out of it. The writers were asked what they hoped to get out of the Seminar, and whether they felt that working on either of these two program series, or on projects of their own, would be most desirable.

A tabulation of replies received revealed that considerably more than half did think it feasible to attempt group planning of either the series on Canadian-American Relations or on the Conservation of Natural and Human Resources. Accordingly, provision was made for group planning sessions, in the four-day advance schedule, with the understanding that if the projects did not work out, the time originally allotted to them could be diverted to other activities.

The basic plan provided for an orientation session on the first evening of the Seminar, at which the members of the group would meet the staff, their St. Louis hosts, representatives of the NAEB, and (most important of all) each other. In addition, the Seminar would be addressed, at this opening session, by Professor Harold Hand of the University of Illinois, who had provided inspiration and enthusiasm at opening sessions of other conferences.

Thereafter, the plan called for morning sessions from 9:00 a.m. to noon, with approximately half the time devoted to talks by the Seminar staff or guest speakers, and the remainder spent in question-and-answer periods or in discussion of the problems brought up by the talks. Afternoons were to be given over largely to continuation of the discussions, with a little over an hour reserved for work on the two program series described above. Finally, evenings were to be devoted to auditioning the tape recordings of previously produced educational programs which both participants and staff members had brought with them, along with a few outstanding tapes from other sources. Analysis and discussion were to follow the playing of each tape. As may be seen from the program schedule which was actually followed (Appendix 2), this plan was followed on the whole.

Digests of Talks and Discussions

While it is impossible, no matter how valuable and desirable it might be, to reproduce the thousands of words of good counsel and inspiring suggestion which were spoken in the course of the Seminar, an attempt is made herewith to reproduce

some of the particularly striking phrases and to present summaries of some of the important talks.

The opening orientation session was attended not only by the twenty participants in the Seminar and the five staff members, but also by the entire staff of Station KSLH and a dozen administrators from the St. Louis Public Schools, including Mr. Philip J. Hickey, Superintendent of Schools, who presented the official welcome to the group.

Dr. Harry Skornia, Executive Director of the National Association of Educational Broadcasters, also welcomed the group, and expressed appreciation to the W. K. Kellogg Foundation whose generosity had made the Seminar possible. He described the Seminar as "an historic jumping-off place for in-school broadcasting," pointing out that it was the first such conference to be devoted to the problems of the in-school radio writer. He added, "I hope you will all feel the great responsibility which rests on your shoulders and will come up with ideas and techniques to implement the growth of school broadcasting."

Miss Gertrude McCance, Supervisor of School Broadcasts, Department of Education for the Province of Manitoba, Canada, outlined the wide and varied contributions which school broadcasts could make to the educational growth of boys and girls and emphasized the responsibility which rested on program planners and writers to present only the highest quality production and writing. "We have an opportunity," she said, "to bring to the classroom stimulation for the mind and imagination and to help develop critical appreciation of good radio in the minds of our students."

Miss Betty Girling, Director of the Minnesota School of the Air, reminded the group that the fundamental unit of all communication media is the writer. She called upon the writers present to accept an important responsibility. "In the world today, words are being used to confuse, to mislead. As writers for educational radio we must clarify, present facts in a logical way, be rational. But

as writers we must do more than that. We must write as potently as we can, as wisely as we can, as inspiringly as we can."

Mrs. Helen Stanley, formerly Script Editor of the Wisconsin School of the Air, pointed out that "Radio began as an engineer's baby - as an electronic miracle. But radio has become a medium for the writer, for the transmission of ideas. And as radio has come of age, we radio writers have arrived. We are a profession, and an important one."

The feature address of the evening was delivered by Dr. Harold Hand, Professor of Education at the University of Illinois. Dr. Hand's address was entitled "How Well Do You Know Your Audience?" By "audience" he meant, for the assembled writers of in-school programs,

- a) The teachers who decide whether or not to use the writer's materials.
- b) The pupils of the teachers who do decide to use those materials.

His basic points were that:

- a) If they are to be used, these materials must help the teachers to get done the things they believe a good school should do.
- b) If they are to be useful to pupils, these materials must be suited to the interest, needs, and capabilities of the pupils.

Dr. Hand then summarized some of the things that teachers believe a good school should do.

- I. The good school attempts to serve all the children of all the people.
 - A) These children differ in many ways which are significant for education. Unless radio writers take these significant differences into account, their materials cannot be very helpful to the teacher who is trying to serve all the children of all the people.
 - B) Some of these educationally significant differences are:
 - 1) The kinds of children in the school, who differ in:
 - a) What they need to learn.
 - b) What they are able to learn.
 - c) What they want to learn.

2) The kinds of homes from which the children come.

- a) We have been accused of trying to teach a middle-class school for middle-class children only.
- b) Children who come from different welfare levels have very different needs.
- c) Children have greatly varying mental levels; in one fifth grade class, mental age varied over an eight-year spread.

3) The kinds of "problem worlds" represented by the children vary greatly

II. The good school attempts to provide a "pay dirt" curriculum.

A) There are certain things which must get done or society will retrogress and decay. These we call "basic social processes." Not a one of these processes can be carried on unless the people know, believe, and do certain things, rather than their opposites. Since it is only through education that knowledge can be gained, beliefs engendered, and behavior induced, the carrying on of the basic social processes necessary to societal survival and improvement rests on education and can be accomplished only through education. To be of real help to teachers in providing a "pay dirt" curriculum, then, the radio writer's materials must usefully relate to these basic social processes.

B) Some of these basic social processes are:

- 1) Teaching youngsters to think and communicate. Only the schools seem able to do this in our modern society.
- 2) Social Cement - the teaching of democratic values. The schools have a tremendous opportunity to intellectualize these values: why they are there, the evidence that they are there, what they mean, what our tradition is.
- 3) Acquiring skills to make a living.
- 4) Physical security (particularly important at a time when so many students are concerned over military service.)

- 5) Learning how to live together in peace and decency.
- 6) Rearing children.
- 7) Spending leisure time.
- 8) Acquiring spiritual satisfaction.
- 9) Governing and government.
- 10) Passing on our cultural heritage.

III. The good school patterns its instructional procedures on what is known about the conditions which make for effective learning.

- A) The evidence from experimental research (and from common sense, too) points to certain conditions which are necessary for effective learning. Unless the radio writer's materials take account of these necessary conditions and are in consonance with them, the materials cannot be of much real help to teachers.
- B) Some of the more important of these conditions necessary for effective learning are:
 - 1) Concomitant learnings -- feelings of pleasure, or of boredom and distaste acquired at time of learning.
 - 2) What you ask a child to learn must bear relation to the things he needs and wants.
 - 3) If youngsters have a hand in shaping the purposes of what they learn and planning the processes, they tend to learn better.
 - 4) Learning is more efficient and stays with them longer if the materials are challenging.
 - 5) Youngsters learn more readily and their learning stays with them longer if the internal organization of the school is good.
 - 6) Learning is more effective if it emphasizes principles.
 - 7) Learning is at maximum when the rhythm of learning is understood, when the planned program includes learning, relaxing, and activity geared to individual differences.

IV. The good school brings parents and other laymen into consultation and participation in shaping its purposes and in evaluating its products.

A) Viewed as a process, the school undertaking has three principal components:

- 1) Deciding what purposes are to be served.
- 2) Achieving these purposes through good teaching.
- 3) Appraising the product to determine in what respects and to what extent these purposes have been achieved.

B) Component No. 1, deciding what purposes are to be served, is fundamentally a question of public policy. At root, the question of educational objectives is the question of "What kind of young men and women do we want our boys and girls to become?" This is why the good school attempts to bring parents and other laymen into consultation and participation in deciding this question. The educational radio writer must ask himself whether he is producing program materials which are helpful to teachers in accomplishing this necessary, difficult and delicate task.

C) What constitutes good teaching is a technical question, to be settled by the professionally trained teachers, not by laymen. But all laymen are entitled to know why such-and-such constitutes good teaching, and the good school attempts to communicate this information. Here, too, the radio writer has an important part to play. Does he produce program materials which are helpful for this purpose?

D) Whether or not the boys and girls become the kind of young men and women that the people of the community desire is a question which only the laymen can answer. The good school recognizes this, seeks to

encourage such appraisal, and attempts to discover what the community thinks in respect to its performance. What program materials does the radio writer produce which would be helpful here?

"Finally, if they are to be useful to pupils, the radio writer's materials must be suited to the interests, needs and capabilities of the pupil listeners. To what extent can radio writers prepare materials which involve and satisfy the purposes, the techniques and the evaluation of the educational process? To the extent that we succeed in getting and doing these things, we will be very welcome in the classroom. If we don't, we won't be welcome, and won't even get in."

At the conclusion of this address, the first session was adjourned.

Most of the discussion on Tuesday, June 8th, was led by Miss McCance. Since she could be with the Seminar only on Tuesday and for a brief part of Wednesday, it was felt that maximum use should be made of her services while she could be present.

Miss McCance spent the first part of her talk in the morning session explaining and describing the system of educational broadcasting in Canada and pointing out the ways in which it differs from American in-school radio. Some of the differences she pointed out were:

- A) School broadcasts in Canada have developed as a co-operative effort between the provincial Departments of Education and the national system of broadcasting, the Canadian Broadcasting Corporation. Programs are presented on four levels:
 - 1) Provincial: These programs are planned by the Departments of Education particularly for schools within the province. These tie in very closely with the courses of studies.

- 2) Regional: The ten provinces are grouped into three regions and programs are planned and presented jointly. Provincial curricula are taken into consideration and as far as possible programs fit into the general program.
- 3) National: These programs are presented by the Canadian Broadcasting Corporation on the advice of the National Advisory Council on School Broadcasts. The subject of these programs centers around Canadian citizenship and unity. The complete presentation of a Shakespearian play is part of the National series each year.
- 4) International: These are international exchange programs from members of the British Commonwealth of Nations.
- B) Each Provincial office produces one-half hour of programming a day. School broadcast supervisors plan programs to aid teachers - a few are of a direct teaching type, but most of the programs are planned to supplement the work of the teacher, especially on the imaginative side.
- C) School Broadcast Supervisors have the advantage of working with the best producers, actors and technicians in the CBC. For dramatic scripts, professional writers are used and since programs are planned at least one year in advance, these writers are able to sit in on the early planning conferences of the educational "experts" in the various subject matter fields. The philosophy is to use the daily half-hour of broadcast time to present something from which even the best-qualified teachers feel their classes can profit. Script writers are provided with the basic material to be used in each program, and they are able to consult with the Supervisor of School Broadcasts and class-room teachers at any time. Then the writers are given free rein in the treatment of these materials, but know full well that School Broadcast Supervisors do not hesitate to ask for re-writes.

In reply to questions as to whether Canadian school broadcasts used students, Miss McCance stated that this was very seldom done. In two Manitoba music series, student choruses are used. As for using teachers at the microphone, this would be only in non-dramatic program formats. In a speech or music program, Miss McCance might use a teacher who was particularly expert in the field, who knew the classroom, was a fine teacher, and had a good radio personality and exceptional delivery. Parenthetically, Miss McCance pointed out that unlike the United States, Canada has few radio courses in high schools, and that few, if any Canadian universities offer degrees in either radio or speech.

Among reminders that her office might give to writers, Miss McCance listed:

- A) Use a small number of characters to avoid confusion in the mind of the young listeners (and to save expense).
- B) Be careful about the use of sound effects and music, lest they interfere with the informational message. (Supervisors feel free to ask a CBC producer to reduce sound or music if they feel the background is too loud to permit easy understanding of the dialogue.)
- C) Be aware of where listening peaks come in a program.
- D) Use colloquial speech, but avoid grammatical errors and the unnecessary use of slang.
- E) Visit classrooms and become acquainted with the maturity level of students for whom the broadcasts are intended.

Reminders given to teachers included:

- A) The necessity for teachers to be acquainted, at the beginning of each school year, with the programs for that year. This is possible through the use of school broadcast manuals provided free of charge by each Department of Education.

- B) The necessity to exercise discrimination in the choice of broadcasts for their classes. Two programs per week are considered the maximum. It is sometimes a problem to get teachers to choose appropriate broadcasts for their grade levels.
- C) It is deplorable to use the broadcast time to check records or do other clerical work. Teacher participation is just as important as student participation. Accordingly, script-writers often seek to include the teacher by using such devices as asking her to repeat a line or to write something on the board.

Miss McCance also pointed out that she felt school broadcasts are made more effective by the inclusion of some form of audience participation. This is particularly true up to junior high school grades. Provincial school broadcast departments frequently supply supplementary aids--e.g. mimeographed maps for students to follow when listening to a social studies broadcast involving the journey of an explorer, song sheets for pupils to follow on the music broadcasts, scripts to follow during the French language broadcasts.

In response to a question about the methods used in Canada to determine what subjects should be covered for a following year, Miss McCance explained that any or all of the following might be used:

- 1) Try to ascertain the needs by general questionnaires to teachers.
- 2) Secure suggestions from radio committees.
- 3) Secure suggestions from key teachers. (Especially selected teachers who have expressed their willingness to have their classes used as special listening posts. Reports from these teachers are given special consideration).

In the selection of topics it is important to keep in mind those subjects which are best suited to the medium of radio.

Miss McCance added: "Each year, we in the Province of Manitoba try to present one experimental series. This year our experiment will center around clear thinking. We shall do what we can to combat the general tendency toward conformity. We want to stimulate the pupils to think and to develop as individuals. We encourage student, as well as teacher comment on all programs and welcome constructive criticism."

Wednesday, June 9th, was devoted to the writer's problems of organization: organization of material, organization of an individual program, organization of a series. Mrs. Helen Stanley led the morning session, which was concerned with the organization of materials as a preparation for script writing. Miss Betty Girling led the afternoon session, which was concerned with the factors which determine organizing a program or a series. After each of these two general sessions, guests from the St. Louis Public Schools, who work closely with Station KSLH, spoke briefly on their specialties.

Mrs. Stanley first discussed the value of the "Pre-Writing Period" as a necessary session of thought and inspiration. "As creative people, we must re-create for ourselves a child's world. Children today have problems and feelings that were not ours. We must re-discover this child's world each year we work." The danger, she felt, lay in thinking of children as statistics. Instead, the writer needs to personalize the individual child in his audience; to see him, to know and to love and to write for one particular child he knows.

Within this frame of reference, the writer should then take advantage of radio's intimacy, its personal appeal, by using intimate, personal subject matter. The writer needs to be sensitive to experiences and material around him in order to write characters and situations which are real. "Children have a dreadful insight and an awesome wisdom."

As an example of the writer's preparation and organization of a series, Mrs. Stanley discussed a series she had written for Station WHA, "Adventures in Our Town." The series came about in response to an interest in the social attitudes of post-war 1946 children expressed by the Wisconsin State Department of Instruction. The series was to be concerned with problems of living together, of tolerance and understanding, of a reaffirmation of the inherent dignity of the individual.

Preparation, before writing began, included sending out a questionnaire to teachers, principals and administrators, offering a check-list of program subjects. Those who were circulated responded by checking a list of suggested topics for which they felt there was the greatest need. After topics were suggested, it was necessary to determine a format which would appeal to the emotions of children. After considering and discarding a number of formats, Mrs. Stanley and her colleagues settled on a serial-type of drama, with a complete incident in each program, but with a continuing cast of characters. The action was set in a mythical small town in Wisconsin, using a familiar child's world to involve scenes which pointed up problems the children were meeting in their own lives, and showing how the family, the community, gangs, school, buddies and other groups solved them. Mrs. Stanley pointed out certain salient features of the series:

- 1) The series was designed not to change social attitudes immediately but to have a cumulative effect.
- 2) Children were used as characters because the young listeners would then identify them; some character or some situation in each script might be counted on to provide each listener with identification.
- 3) Moralizing was avoided; the characters faced situations, then worked out their problems together, meeting a crisis and solving it through teamwork.

- 4) Real situations were used: the destruction of property at Halloween, for example; or, in another vein, the celebration of Passover in which a gentile child visited the home of his Jewish friend, as a means of new understandings. The framework of the series set-up a year-round calendar of events, geared to seasons and holidays, seasonal celebrations, sports, and activities.
- 5) Basically, the series set up problems, showed conflicts, and solved the issues with the characters experiencing a new understanding. Adults did not prescribe or moralize; the boys and girls in the series worked their problems out themselves, often without parental suggestion.

Mrs. Stanley then played a tape recording of the program "Girl Trouble" from the series, after which the group discussed both the program and the script-writing points which it had developed.

In the course of the morning, the Seminar was addressed by Miss Esther Aschmeyer, Consultant in Social Studies at Harris Teachers College and Co-Chairman of the Social Studies Radio Planning Committee which works closely with the staff of Station KSLH in planning social studies radio programs for the elementary level. Miss Aschmeyer described the basic organization of the committee, which is composed of teachers, principals and social studies consultants. Some actively teach the subject at the present time, others worked in the preparation of the social studies curriculum for the St. Louis schools.

These people bring to their meetings the needs of the classroom, and discuss these needs in terms of what radio programs can do to meet them. Out of such discussions come the area, the grade level, and the general content of a series which they want to have broadcast during the following year. For greater efficiency, the committee divides into sub-committees, working on the primary, intermediate, and upper grade levels.

Members of Radio Planning Committees for the various subject areas are appointed by the Superintendent's office with the advice of the Station Director, the Committee Chairman, and sometimes the other members of the committee. Membership on the Planning Committees rotates, as do the Chairmanships. Staff writers at Station KSLH are assigned by the Station Director, who receives the program requests from the Planning Committees, and fits the suggestions from all the Committees into a workable schedule of broadcasts. Committees often suggest many more series than can be used in one school year and some may be held over and used at a later time.

A Program Co-ordinator from the station sits in on all the main Planning Committee meetings to guide thinking along general radio-wise lines, and to advise on matters of production practicality. The writer may then work with the Co-ordinator, directly with members of the Committee, or with both. The Committee is always available for further consultation at the writer's request.

The afternoon session on June 9th was led by Miss Betty Girling, who approached the problem of organizing material from a content and format point of view. Ideas, she felt, may come from teachers, from the station staff, or from members of the community. A station gets an idea or hears of one; realizes a need, or discovers one. In both cases, the problem may be stated as: "How do you put flesh and bone on a dream?"

Suggestions Miss Girling offered on this point, particularly when it involved a new area, were:

- 1) Spread out, get other concepts, approach your problem from many angles before you settle on one final idea.
- 2) Don't get stuck on approach or bogged down in a mire of ideas. Decide on what seems best for the child.
- 3) Base your decision as to approach on the answer to the all-important question: "What is the series supposed to do?"

Miss Girling offered these specific suggestions for laying out a series:

1) One technique is to list and organize the script topics in terms of the changes in behavior the writer hopes will come about: a new appreciation, a fuller understanding, a new point of view. Just as each script should build to a conclusion, so the entire series should reach a final conclusion.

2) There is need for a differentiation between accuracy and truth.

If the writer is going to be completely accurate about the Gettysburg address and the way in which Lincoln delivered it, he may well miss the truth of the words and the greatness of the ideas. In talking to children, we often get accuracy and lose the truth. It is important not to overlook the picture of a man, an idea, a truth, or an era, in our eagerness to set down a number of facts.

In planning an individual program, Miss Girling offered the following suggestions:

1) Don't plan to talk down to children, to simplify beyond effectiveness.

Have a healthy respect for children and their ability to comprehend.

2) Work with conflict, but make it situation conflict, not personality conflict, for several reasons. Situation conflict is more objective.

When personality conflict must be used to get the point across, be sure to motivate it and justify it. But keep in mind always that personality conflicts provide risky, touchy ground, because the child's own world may be far more receptive to conflict than we know. Give the young listeners decency, honesty, kindness.

3) The format of a script should be determined by its subject matter.

The beginning writer tends to rely on drama, truly a fine art and an effective medium, but there are other ways of being highly interesting.

Miss Girling then described a number of non-dramatic formats which had proved highly successful on the Minnesota School of the Air, such as interviews with prominent personages, speaking not on their specialties but on general topics in which they had vital interest: Eddie Cantor on brotherhood; Gene Autry on citizenship; Ralph Bunche as a living voice of living history. She described the use of students on subjects on which they were expert panelists, from baby sitting to eighteen-year old voting, and paid tribute to the effectiveness of tape recorders used in the field to get important citizens to talk about things other than their professions. As examples, she mentioned a priest speaking on housing and the Governor of the state speaking on religion. In each case, the eminence of the person lent authority; the fact that he was speaking on something not in his own field of specialization but something about which he felt very keenly lent added impact.

- 4) In short, the writer should start with a goal, with an idea, with a purpose. Then he can determine whose life story or what experience can bring out that idea, accomplish that purpose, provide the flesh and blood. Only then should the writer determine what format will fit best, whether it be drama, historical drama or biography, interview or documentary.

Finally Miss Girling considered the problem of gearing this type of broadcasting to the curriculum. A social studies series, beamed to the 4th through the 9th grades, provided in the teachers' handbook a set of questions which could be selected by the teacher, with a number of them used at the various grade levels. In general, Miss Girling felt that a university-operated station, broadcasting to the school systems of many cities, could not be too specific in linking a series with the work covered in a given grade. "If we motivate, enrich, give background; if we bring into the classroom material which teachers cannot get in any other

way, we may leave the specifics of the curriculum to the teacher. Surely the students are in a better frame of mind to study if they have been stimulated by a fine radio program."

In the discussion which followed, there was a good deal of exchange of opinions on this point. Most of the writers who had come from university stations agreed with this point of view, while those from stations operated by school systems inclined toward a program meant for one grade, or two at most, with closer linking with the curriculum.

The guest speaker for the afternoon session was Dr. John Whitney, Consultant in Science at Harris Teachers College, Chairman of the Elementary Science Radio Planning Committee of the St. Louis Public Schools, and Chairman of the TV Science Planning Committee for station KETC, the St. Louis community educational television station. Dr. Whitney spoke briefly on the experimental participation program, which is the backbone of the science broadcasts produced by KSLH. As an example of how radio can implement a new course of study he discussed a new science curriculum which had the purpose of increasing emphasis on simple experiments. Radio was used to encourage teachers to use the new course of study and three results had become apparent:

- 1) The radio programs developed increased interest in the experimental approach to the study of elementary science.
- 2) The radio listening had taken students and teachers away from a page-by-page study of science texts.
- 3) The simple, yet interesting, experiments described and recommended in the broadcasts had removed the fear some teachers had felt about performing classroom experiments.

The second segment of the afternoon session was spent in hearing from various members of the Seminar who described particular problems in planning and writing particularly successful series, and in listening to tape recordings of typical programs from those series.

The last part of the afternoon was spent in a survey of teachers' guides, manuals and handbooks, led by Edward Stasheff. Mr. Stasheff described and showed samples of the various types of publications distributed by educational stations in conjunction with their broadcasts. These types include:

- 1) The simple bulletin, providing little more than dates, times, and the names of programs, with perhaps a short sentence about each individual program.
- 2) The "sampler" type, such as the one issued by WBOE, Cleveland, which lists program titles of the coming year's series. A fuller guide sheet on each specific program goes out several days in advance of the first broadcast of each program.
- 3) A full handbook or manual for a specific series, which outlines each program, provides background material, and suggests preparation of the class and post-broadcast follow-up activities. One variation is the group of manuals, for several series, in one binding.
- 4) The weekly bulletin which points up special weekly shows.

In all events, the needs of the teachers determine the type of handbook best suited to each station. For example, in one state, material on the history of that state filled a large manual and was a source book for the classroom teachers. But regardless of the type, the successful handbook makes the teacher's work more effective and easier, and makes the program more attractive, thus more likely to be used.

Materials found in a great many manuals seem to show the following elements in most cases:

- 1) A brief description of each program.
- 2) Enrichment material for the teacher, frequently digested from source books which are also listed.
- 3) Suggestions for preparing the class for the broadcast.

- 4) Stimulating titles, both for the programs and for the various sections of the guide to each program.
- 5) Follow-up activities in a wide variety of areas, including art work, composition, simple research, and emulation of the program.
- 6) Suggested books, trips, and areas of enrichment.
- 7) Songsheets, word lists, translations, etc.

The evening session was spent in listening to selected educational programs and in analyzing the writing techniques employed in each.

On Thursday morning, June 10th, the Seminar met at the temporary studios of Station KETC, Channel 9. These studios are on the Washington University campus, and the members of the Seminar were the guests of the KETC staff. While the Chief Engineer of the station showed half the group about the studios, control room, projection room, recording room, etc., the Station Manager, Mr. Richard Goggin, addressed the other half of the group. The two halves were then reversed, giving both sections the benefits of both the tour and the talk.

In his address Mr. Goggin explained the organization of KETC as a community non-commercial station, in contrast to a university station, one run by a public school system, or one run by a non-commercial or educational foundation. Mr. Goggin gave his reasons for feeling that the only non-commercial station in a large urban area should be run by and for the entire community.

He then explained the administrative organization of KETC and its financing, which comes from donations from individuals and organizations, and from an allocation of \$1 per pupil per year from the public school systems, parochial schools and private schools in the St. Louis area.

The programming originates in committees of supervisors, principals and teachers, who determine the areas to be covered and who select teacher specialists for each area. The specialists then are grouped into subject and grade

level committees, to determine the general content of a series; to select the grade level for which it is to be beamed; and to help select the teaching personnel who will appear on the program. KETC does not use "package shows" prepared by individual schools or systems, but assigns a staff member, a writer-producer, to work with the TV Planning Committee which has been developing each series. When ideas have crystallized, and when talent has been selected, the station's writer-producer will work with the Planning Committee's chairman on the details of each individual program. These Planning Committees include representatives of the St. Louis, Belleville and other public school systems, as well as representatives of the parochial, Lutheran, County and private schools.

The station cooperates with committees in surveying television receivers, and in making recommendations. Specifications include 21-inch screens, simplified controls, etc. Many schools have already bought either one set per floor, with a TV viewing room on each floor, or one set per building. Money has come from Board of Education funds, or from donations by individuals or PTA groups.

Mr. Goggin also introduced Mr. Martin Schneider, one of his staff writer-producers, who described the specific way in which he had worked with one of the TV Planning Committees in planning and producing a series which had been kinescoped for use after the station went on the air.

The morning session concluded with both halves of the Seminar merged again to view two sample kinescope programs, one produced in the early experimental days with single-system sound, and one produced more recently with its sound track recorded separately on 16 mm. magnetic tape. The superiority of the latter was readily apparent to the entire group.

The visit to KETC created a great deal of interest in the problems of writing and producing educational television programs, although most members of the Seminar had had little contact with TV in the past and did not anticipate being involved in television in the near future.

For the afternoon session, the Seminar was divided into three groups. Over a third of the members had requested a session on the fundamentals of radio writing, since it developed that although they were currently charged with the responsibility of writing whatever local scripts were being produced on their respective station, they had had little or no formal training in radio writing. Some of them had been so recently given radio writing assignments for their school stations that they had had no opportunity even to master the standard texts in the field.

Accordingly, Miss Girling met with this group for a two-hour session on fundamentals. At the same time, Mrs. Stanley met with another group who had been working in the field for a good many years, and who had studied writing for radio over a considerable period of time. This group discussed problems of a more advanced nature. Still a third group met with Mr. Stasheff to discuss the problems of writing for educational television, and to analyze a number of TV scripts, made available by Station KETC, the University of Michigan, and the New York City Board of Education Station, WNYE. Enough scripts were available to give each of the half-dozen members in this group two or three samples to take home for further study.

For the second part of the afternoon, the entire Seminar met in joint session once more. Problems posed by members of the Seminar were discussed by the Seminar staff and by members who had had considerable experience in those problems. Space limitations do not permit more than the listing of these: How to Organize and Plan an Interview Series, and an Individual Interview Program; Quality vs. Quantity in Educational Radio Production; Problems in the Use of Student Talent; Problems in Individual Formats.

It had been planned originally to devote an entire day to the problems of writing various program types, and so the last point was postponed until the following day. In the evening the Seminar met again to hear and discuss four more

tape recordings of outstanding programs. It was generally agreed that these audition sessions were most valuable, and should be extended in future Seminars.

Friday, June 11th, found the Seminar meeting as a whole again for the purpose of discussing the problems and particular techniques of several educational formats. Much of the emphasis on Wednesday and Thursday had gone to the dramatic program, so Friday's sessions were devoted to the following formats: (Where comments seemed particularly valuable, they are summarized below.)

A) Adaptations

B) Classroom Participation Programs, with particular emphasis on the "single voice" or "master teacher" type of program. In this connection, the Seminar heard and discussed a tape recording of "Let's Find Out," the popular elementary science program produced at KSLH and currently on the NAEB Tape Network. Mrs. Gertrude Hoffsten, who writes and presents this program, had the following suggestions to offer:

- 1) Check with a sampling of classrooms on the specific needs and teaching techniques of the grade level you have in mind.
- 2) Provide accurate handbooks, listing the equipment which will be needed and stating where it should be when the broadcast starts. Also, designate the location of the student experimenters. (Two are used in "Let's Find Out.") Will the broadcaster tell them to stand, or are they to be standing at a table at the front of the room when the broadcast begins?
- 3) If the writer of the program is not to broadcast it himself, the material should be written for the personality of the person who does broadcast it.
- 4) Use children in the studio, and take your timing for experiments from them -- allowing just a little more than they need. Of course, check the experiments with children of the appropriate grade level before you ever come into the studio.

- 5) If an actor is reading material, slow him down; slow him down far more than seems normal, if you are aiming at an elementary school audience.
- 6) The writer needs to get into elementary classrooms and see how science is taught, in order to use good teaching techniques in the broadcast.

C) Illustrated Narrative

- 1) Give pace and color to single voice or several voices. Use sound, music, characterizations, even unidentified voices coming in from nowhere.
- 2) Sometimes use a narrator who is one of the characters in a dramatic insert.
- 3) Warning: Don't write straight narration when a brief dramatic scene could do the trick better.

D) Documentaries

- 1) Although the Golden Age of the documentary may be over in commercial radio, this is still a wonderful format for educational stations.
- 2) It may be defined as a true drama, a story documented with facts and names and getting much of its impact from its reality.
- 3) Although many fine documentaries use material recorded in the field, when the facts are accurate events may be simulated in the studio.
- 4) Above all, a documentary must have a theme, a point of view expressed by the narrator and "documented" with voices, interviews or scenes.

E) Interviews

- 1) As a pattern of development, Miss Girling suggested that the producer-writer prepare 5 to 7 questions for a fifteen minute program. The questions might follow this pattern:
 - a) First question asks why guest is in this area, and discovers for audience something about his personality, to establish him as a real, living person, not just a voice.

- b) Second main question gets into the main subject of the interview. What are we going to talk about today? Why has this guest been selected to discuss this subject?
 - c) Developmental questions follow, to bring out the guest's point of view.
 - d) A "Peak Question" should be planned to be reached some ten to eleven-and-a-half minutes into the show. This question is the climax, bringing about the most exciting answer.
 - e) At end, the final question can provide the guest with the opportunity of leaving one final thought with the boys and girls in the audience.
- 2) For a guest from a foreign land, visiting in this country, Miss Girl-ring recommends careful preparation of questions before he arrives at the studio. If possible, do research into the current status of his country, to avoid asking meaningless questions.
- 3) Brief the guest about his audience: grade level, number and kind of listeners.
- 4) Use rehearsal to discover new leads, and re-write questions to include material brought up by guest. This is particularly advisable when using high school students as interviewers.
- 5) One effective technique is to tell guest that you are just doing a run-through or dress rehearsal. Then tape it as you rehearse. If it's good enough for air use, keep it; it will often be more spontaneous than the "air show." But remember: don't expect all guests, particularly important ones, to repeat for a second time material they have told you once or twice already.
- 6) A technique growing in popularity, where engineering personnel and facilities permit, is to run an interview much longer than the time allotted for the actual program, and then to edit the tapes down to the required timing.

At the conclusion of the discussion of formats and program types, two subjects of general interest were discussed. One was the problem of determining the grade level best suited for the reception of a given series, or for the consideration of a given topic or subject about which a series was to be constructed. The second was a suggestion by a member of the Seminar that the frequently superior production facilities and talent resources of university stations might be combined with the script and content expertness of school systems. As a result of this discussion, the Seminar unanimously voted to have the following statement included in this report:

"The members of the 1954 NAEB Radio Writers' Seminar recommend that school-owned stations and university-owned stations further explore the means of cooperating in the production of in-school radio programs. We are specifically concerned with the prospect of using university talent and studio facilities for the production and taping of scripts provided by the school-owned stations in their own areas."

And with the passing of this resolution, the Seminar was adjourned. Friday evening was very pleasantly devoted to a farewell dinner and a group visit to the St. Louis Municipal Opera.

CONCLUSIONS AND RECOMMENDATIONS

The following findings and opinions are based on two sources: 1) the reactions of the members of the Seminar staff at the conclusion of the five-day session, as expressed in frequent conversation, and as summarized by Miss Betty Girling, and 2) The opinions of the members of the Seminar, as expressed in their "Final Evaluations" and summarized by the editor of this report. (The form used for evaluation reports is attached as Appendix 3.)

- A) There was unanimous agreement on the value of this type of seminar; on the gratitude of those involved, both members and staff, to the W. K. Kellogg Foundation; on the need for this type of continuing training for staff writers at educational radio stations; on the advisability of having further such seminars in the future, with the modifications suggested below.
- B) There was general realization that the Seminar had provided the following desirable outcomes:
 - 1) A sharing of experience between school writers, coming from widely scattered geographic backgrounds, with wide variations in experience and a surprisingly wide spread in working facilities, experience, and station policies.
 - 2) Opportunity for personal evaluation of work, through listening to similar programs by tape from other areas, although a longer seminar, with more listening sessions, would have made it possible for each member to have had one program of his writing auditioned and evaluated by at least one staff member and part of the group.
 - 3) A chance to verbalize one's own writing philosophy and to re-evaluate personal goals in specific areas, such as social studies broadcasts.
 - 4) An exchange of ideas and opinions, through discussion during meetings and in extra-curricular situations.

- 5) Opportunity for meeting other people in the same field, for becoming familiar with their problems, for getting to know them as people.
- 6) Ample proof and assurance that many people consider the work of an in-school radio-television writer of significant importance.
- 7) Acceptance of educational radio writing as a profession, with recognition of professional status, particularly important to some of the writers new to the field.
- 8) Ideal organization, and unsurpassed friendliness and hospitality on the part of the hosts: Superintendent Hickey, Miss Golterman, Miss Fleming, and the entire staff of KSLH.

Despite the success of the Seminar, as attested by the evaluations submitted by the members of the Seminar, most of them anonymously, it was felt by both staff and members that a number of modifications in procedure might make future Seminars for radio writers even more profitable to the participants. The most frequently mentioned of these modifications, as suggested by staff and members, follow:

- A) Allowing more time, if over-all time-table of the pre-Seminar period permits, for the selection of candidates. In addition, brief them and learn more about their backgrounds. (Parenthetically, it is interesting to note that this is exactly what was done with another and subsequent NAEB Workshop -- the TV Production Workshop held at WKAR-TV, Michigan State College, August 23-September 10, 1954. Summaries of qualifications, experience, background, current assignments and probably future activities in educational TV, were made available by the Selection Committee to those in charge of the Workshop some two weeks before the Workshop began. Successful applicants were requested to read the published report of a previous Workshop in the same pattern before reporting for duty.)

- B) If budget permits, more time should be allowed for advance staff preparation. Numerous and voluminous letters were exchanged by Miss Fleming and all four members of the Seminar staff, yet one meeting at a central location would have served more effectively to perfect advance planning.
- C) Secure greater group empathy and cohesiveness through a closer working-living situation. When staff and group can move together from living quarters to working quarters, or all be housed together at a lodge, so that they eat together and work together, they become a "unit" much more quickly.
- D) A longer meeting time is clearly needed, especially if each member of the Seminar is to have one program written by him and produced by his station played for discussion by the group. If a five-day period is allotted for a future writers' seminar, perhaps the orientation session can be held on Sunday night, with five full days available for work sessions.
- E) Some members of both staff and Seminar felt that future operations of this kind should be more specialized, i.e., either for truly "experienced" writers or for comparative newcomers to the field. Despite the careful announcements sent to all member stations of the NAEB, the membership of the 1954 Seminar included some writers of only two years' experience or less, and others of more than twelve years' practice of the profession. Yet no one would deny that the less-experienced writers are even more in need of the stimulation and help that such a seminar as this can provide.
- F) Perhaps one solution to the above problem, if two completely separate seminars with smaller groups were to prove too expensive, might be a radically different plan of organization, along the following lines:
 - 1) All qualified and highly recommended writers from member stations who wished to participate would be enrolled, but would be asked to state

their qualifications and preferences for participation in one of several groupings:

- a) Advanced writers, interested more in the discussion of fine points, re-evaluation of techniques, consideration of philosophies.
 - b) Beginning writers, interested in fundamentals, basic techniques, short-cuts and useful devices.
- 2) The entire group might meet in morning sessions for consideration of problems common to all educational radio writers, then divide into these two divisions for work groups in the afternoon.
- 3) On another day, the division might be into these two categories:
- a) Scriptwriters at university stations, dealing with a state-wide audience.
 - b) Scriptwriters at school system stations, which broadcast primarily to the schools in their own areas.
- 4) On still another day, the work groups might be divided into:
- a) Writers concerned primarily with programs of general interest, designed to provide chiefly motivation, stimulus and enrichment.
 - b) Writers concerned primarily with programs beamed at specific grade levels which can be closely linked to specific curriculum areas, while still providing motivation, stimulation and enrichment.

Such a schedule would permit a wide exchange of ideas at sessions of the whole Seminar, combined with practical work sessions in which the writer would be working with those who share his own background and problems.

These modifications are suggested in the interests of providing an even more valuable experience to all participants, in the limited time which could be made available for an In-school Program Writers' Seminar.

Appendix 1

Roster of Participants

<u>Name</u>	<u>Station</u>	<u>Address</u>
Mirjam Ahlman	WSHS	Sewanhaka H.S., Floral Park, Long Island, N.Y.
Larry Beauchamp	WBAA	Purdue University, Lafayette, Indiana
William Bender	WUOM	University of Michigan, Ann Arbor, Michigan
Jess Burkett	WNAD	University of Oklahoma, Norman, Oklahoma
*Elizabeth Carlson	WHA	University of Wisconsin, Madison, Wisconsin
Milburn Carlson	WHA	University of Wisconsin, Madison, Wisconsin
Mildred Cowell	WTDS	Toledo Public Schools, Toledo, Ohio
Ruth Dockery	KSLH	St. Louis Public Schools, St. Louis, Missouri
Sara Ensor	WFBE	Flint Public Schools, Flint, Michigan
Christine Fitzsimmons	WLSU	Louisiana State University, Baton Rouge, La.
Ruth Foltz	WBOE	Cleveland Public Schools, Cleveland, Ohio
Marie Guthrie	WBGO	Newark Public Schools, Newark, New Jersey
Rose Jeanne Jones	KANW	Albuquerque H.S., Albuquerque, New Mexico
Fan Kissen	WNYE	New York City Public Schools, New York City
Jack Metzger	WTHS	Dade County Public Schools, Miami, Florida
Carl Moody	WDTR	Detroit Public Schools, Detroit, Michigan
Mark Munn	WFIU	Indiana University, Bloomington, Indiana
Marylou Reed	KUOM	University of Minnesota, Minneapolis, Minn.
Fred Sederholm	WSUI	State University of Iowa, Iowa City, Iowa
Bernice Setzer	KDPS	629 Third Street, Des Moines 9, Iowa
*Josephine Williams	KANW	Albuquerque H.S., Albuquerque, New Mexico

*Attended the Seminar at their own expense.

FINAL SCHEULE OF PROCEEDINGS

Monday, June 7: - Orientation Session at the apartment of Miss Marguerite Fleming.
6-10 p.m. Welcome by Superintendent Hickey. Brief remarks by Dr. Harry Skornia, Executive Director, NAEB; Frank E. Schooley, Treasurer, NAEB; and by staff members. Featured address by Dr. Harold Hand.

Tuesday, June 8: - Miss Gertrude McCance, speaking on Educational Broadcasting in
Morning Canada; Why We Broadcast; What We Broadcast.

- Afternoon
- Miss McCance, leading discussion on Why We Write and What We Write.
 - Self-introduction by staff and members of Seminar.
- Evening
- Visit to the Goldenrod, last showboat on the Mississippi.

Wednesday, June 9:-Mrs. Helen Stanley, speaking on The Writer's Organization of
Morning Materials; Preparation for Scriptwriting; the Pre-Writing Period.

- Guest Speaker: Miss Esther Aschmeyer, "How a Radio Planning Committee works with the station on Social Studies Programs."
- Afternoon
- Miss Betty Girling, speaking on Organizing a Series.
 - Guest Speaker: Dr. John Whitney, "How a Planning Committee Helps with Science Programs."
 - Experiences of members of the Seminar in organizing various series which had proved particularly successful. Playing of excerpts from these series.
- Evening
- Auditioning and discussing three taped programs: Music in the Making, It's Fun to Draw, and People and Places.

Thursday, June 10:-Visit studios of Station KETC-TV; tour of TV facilities; address
Morning by Mr. Richard Goggin, Manager of KETC.

- Afternoon
- Division into three groups:
 - Miss Girling: Basic Fundamentals of Radio Writing
 - Mrs. Stanley: Problems in writing raised by the program Burlap Bags
 - Mr. Stasheff: Script formats and program types in Educational TV
 - Followed by group discussion: The Problem of Quality vs. Quantity in Educational Radio.

- Evening - Auditioning and discussing four taped programs: Hearthfire, Z. T. Grubney and Fall, "Cats Sit Fat" from the series Let's Write, and "Commodore Perry" from the series A Name to Remember.

Friday, June 11th:-Discussion of the Particular Problems of Various Types:

- Morning Adaptations
Classroom Participation Programs
Illustrated Narratives

- Afternoon - Documentaries
Interviews

- Followed by general discussion of problems of assigning grade levels to programs of various types, and of the suggestion for university-school system cooperation.

- Evening - Farewell Dinner and visit to the St. Louis Municipal Opera

Appendix 3

NAEB WRITERS' SEMINAR - STATION KSLH

June 7-11, 1954

SEMINAR MEMBERS' EVALUATION REPORT

1. Suggest any changes in the set-up, organization, etc., of such a Seminar as this which you would like to see made if it were given again. Cover such items as over-all program, facilities, materials, opportunities, etc.
2. Please describe briefly or simply state:
A - your most valuable experience in the past week.
B - your least valuable experience in the past week.
3. In what way, if any, will your presence at this Seminar affect radio and TV programming and production at your institution?
4. What were your aims in joining this Seminar? To what extent were they realized? To what extent were they not realized?
5. Add any other comments on the Seminar which may occur to you.
6. What programs designed for use in classrooms did you hear that you would like to recommend for distribution on the NAEB Tape Network. Please comment.

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
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